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Ten sentence patterns are discussed for the 7th through 12th grade levels. The primary aim is to persuade the young writer to emphasize his use of transitive active and intransitive complete verb patterns and regulate his use of transitive passive and linking verbs according to their limited and highly specialized functions. Sentence form, manuscript form, capitalization, and punctuation are included.

An instructional outline of English grammar includes: sentence patterns and parts, modifying elements, exercises in sentence variety, verbals, the compound sentence and the complex sentence.

In grade 8, to those language structures begun in Grade 7 are added; the indirect object, and the objective complement with the transitive verb. The attack upon verbs and the compound sentence should be emphasized.

In grade 9 the complex sentence is stressed with its intricate mechanisms and limitless possibilities for the creation and expression of mature thinking; previous skills are reinforced. Punctuation is taught as a tool of composition by applying the principles of intonation for example: "Did you wash, Charlie?" is contracted with "Did you wash Charlie?"

Grade ten embarks upon a program which emphasizes rhetorical aspects of writing. A diagnostic test in sentence structure for grade ten and a key to the test is included.

The area of instruction for grades eleven and twelve is language for style. They move from correctness and facility to the application to students' themes of the rhetorical devices which grow out of linguistic structures. Areas of evaluation are given such as: manuscript form, mechanics, and usage.

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A Supplement to the Course of Study in English, Grades 7-12

THE BOARD OF PUBLIC EDUCATION

Pittsburgh, Pennsylvania

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ENGLISH GRAMMAR, GRADES 7-12

A Supplement to the
Course of Study in English, Grades 7-12

Division of Curriculum Development and Research

THE BOARD OF PUBLIC EDUCATION

Sidney P. Marland, Jr., Superintendent

PITTSBURGH, PENNSYLVANIA

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FOREWORD

The teaching of grammar has always been one of the most controversial of subjects for teachers of English. Today it is the aspect of English instruction in which the most far-reaching changes are being made. Since ideas as to the way grammar should be taught often conflict, this bulletin aims to suggest certain approaches to the teaching of language structure in the secondary schools.

It is important for students to understand the structure of their language. Although it is true that many people can speak and write effectively with little knowledge of the technical terms of grammar, certainly the same people can structure sentences much more intelligently if they understand the relationship of words and word groups to each other. Knowledge of the structure of language is a science which should be a part of every intelligent person's education.

We believe, however, in the integration of grammar with composition. When a student learns sentence patterns, for instance, he should consciously use them in his own compositions instead of marking textbook exercises which have little meaning for him. The application of knowledge about language to the individual's own use of language gives meaning to grammatical concepts and makes sure their retention in the student's mind.

Far too much time has been spent in the past in repetitive teaching of grammar which has not produced mastery in its use. Many secondary school teachers do not realize how much grammar is taught in the elementary school. It is essential, then, for junior and senior high school teachers to become familiar with the course of study in the intermediate grades so that teachers in the seventh grade can begin to teach where their students are rather than approach the study of language as if it were a completely new subject.

The teacher who wishes to teach grammar efficiently will not only articulate his teaching with that of the elementary school but will also select judiciously only a part of the material on grammar in his textbook. Publishing companies produce textbooks which they hope will fit English curricula in schools widely different in size, location, and socioeconomic background. From the publishers' point of view it is better to include too much material at a given grade level than too little. Consequently a comparison of a seventh and a twelfth grade text may reveal little difference in the content of the grammar presented. Teachers, then, must select from the adopted textbook the grammar concepts listed in their curriculum guide, using in addition material required to meet the special needs of their pupils.

The teaching of grammar, like every other subject in the curriculum, has been affected by the tremendous stimulation to intellectual achievement which Sputnik began. In the desire to develop the minds of our talented students, educators have discovered that young people can learn difficult concepts much earlier than we had believed possible. Advanced placement, or college level courses in high school have had a phenomenal growth. Many schools have introduced algebra classes in the eighth grade and biology courses in the ninth. As a part of this same movement to challenge academically talented boys and girls, elementary schools have introduced more difficult concepts, such as verbals and the complex sentence, which were formerly reserved for the secondary school years. This committee has felt that, in line with this trend, it is desirable to compress the major principles of grammar teaching into the junior high school grades, leaving principles of rhetoric as the major emphasis for the senior high school. The actual body of grammar which needs to be taught is not large. If the minds of young people are actively engaged, any person of normal intelligence or better can learn the concepts he needs in a relatively short time without drilling every year from the seventh to the twelfth grade on the same points of structure and usage.

This does not mean that points of grammar should be taught once and never mentioned again. The process of learning should be a spiral in which the teaching of specific skills in language and composition recurs but always with an upward movement secured by the addition of new information or new applications of previously taught skills.

This committee recommends that the inductive or discovery method be used in the teaching of grammar. Detailed lesson plans for presentation of grammar are included to illustrate the method of teaching which asks students to write sentences and then forces them to make a generalization on the basis of the sentences they have contributed. Research indicates that learning by the discovery method is more permanent than learning by the deductive method, in which a rule is memorized and then applied to examples.

Learning arrived at inductively leads to a comprehension of concepts, a much-to-be-desired result. A rule can be memorized without real understanding of the principle, but the true mastery of a concept, such as subordination, makes possible its application in the manipulation of ideas into effective sentences.

Grammar is a tool for communication. The student needs to know the structure of the tool to use it most effectively, but the true purpose of the tool as an implement for shaping language in speech and writing must never be forgotten.

SUGGESTIONS FOR THE USE OF THIS BULLETIN

The scope of this bulletin is the study of grammar with some reference to points of usage and mechanics. Other aspects of the study of language, such as the history of the language and semantics, are not included in this discussion.

Teachers should examine carefully the chart indicating the sequence of grammar and mechanics taught in the elementary grades. For an articulated program, junior high school teachers must start where their students are in the educational continuum of language skills. It is important for all secondary school English teachers from grades seven through twelve to see the whole sequence of grammatical concepts and to recognize the relationship of their segment of instruction to the whole.

We are teaching in a period of transition from traditional Latin-derived grammar to the "new" descriptive grammar of the linguists. This bulletin is intended to bridge the gap between the old and the new. Although the terminology used in this bulletin is basically that of traditional grammar, the teaching of sentence patterns serves as a link to structural grammar. Certain terms, grouping, and explanations from structural grammar also have been added when they throw particular light on the constructions being studied. Teachers are urged to consider carefully the explanation of linguistics found on page 67 and to use the accompanying bibliography as a guide to their reading on this subject. Pilot classes in several schools are now experimenting with the linguistic approach to the study of grammar.

In this period of unresolved revolution in the approach to the study of language in general and to American English in particular, we are concerned only secondarily with the descriptions of language adopted by traditional grammarians and by current linguists. Our main concern is with written composition. American English in the hands of grammarian or linguist remains American English. The differences in interpretation of structures are not so disparate as seriously to affect the mastery of the writing craft by high school students. Since our schools have not made general adoption of linguistic texts, we have utilized grammatical interpretations and practices. On the other hand, since many of our teachers are students and practitioners of linguistic science, we have drawn upon linguistic methods. Teachers may use the devices suggested by this bulletin in terms of either discipline. For example, we recognize four word classes instead of eight parts of speech. But we use the terms noun, verb, adjective, and adverb. The terminology in nowise affects the basic pattern of English sentences: subject noun--noun modifiers, verb--verb-completing words, modifiers--sentence modifiers. Both disciplines require me, him, her, us, them, whom as objects. Both follow linking verbs by I (me), he, she, we, they, who. Grammatically and linguistically we say and write "I had lain quiet" and "He laid bricks for a living."

Because the committee believes firmly in this relationship of grammar to composition, this bulletin suggests specific composition assignments with which each unit of grammar should be integrated. The chart on page 71 indicates the placement of the grammar units along with references to textbook materials.

Since the philosophy of inductive teaching of grammar is a basic tenet in the thinking of this committee, detailed unit plans suggest a procedure for this type of teaching. These detailed plans are not intended to be a strait jacket for any teacher; they are intended to serve as illustrations of a desirable type of teaching, to serve as guides for the inexperienced teacher, and to save time for the experienced teacher. The person who wishes to develop original plans for the inductive teaching of grammar is urged to do so. The approach is of basic importance; the details of that approach as presented here are suggestive only.

The use of diagrams can lend effective support to a written or spoken exploration. The diagrams suggested in this bulletin are visual aids to the development of a concept. Obviously any form of diagram should not receive so much attention that it becomes an end in itself but should remain a valuable aid in the process of seeing relationships.

All experienced teachers know that children will vary markedly in their success in mastering grammar, depending on their native intelligence, their motivation, and their industry. Leaders in the field of English teaching are unanimous in their recommendations that slow-learning pupils be trained to develop habits of correct usage rather than be required to study formal grammar. Such pupils need continuous work in composition with much help in developing habits of correct expression. Some students of normal and better-than-average ability, however, will fall behind in the process of mastering principles of grammar. For such students, teachers must plan remedial work. This bulletin suggests procedures for providing remedial work for small groups or individuals without subjecting members of the class who do not need remedial work to unnecessary drill.

The student needs to read well, think well, speak well, and write well. We have designed this bulletin to help him do all four. The suggestions, we believe, are sound. They call for inductive laboratory teaching. They aim to meet the requirements of individual differences in ability to learn. Instead of wasteful repetition, they spiral progress. They make structural patterns tools for speaking and writing and not ends in themselves. We suggest, therefore, that teachers focus their instruction upon the theme sequence and employ the structural patterns in their legitimate functions as instruments for effecting clear, forceful, and sometimes aesthetic communication.

This committee urges teachers to consider with an open mind the principles and techniques recommended here and to express their reactions quite frankly. From such reactions a new and vital course in the study of the English language should emerge as part of the English curriculum for the Pittsburgh Public Schools.

CHART SHOWING GRAMMAR TAUGHT IN GRADES FOUR, FIVE, AND SIX*

Writing

Word Development

Grade 4	Grade 5	Grade 6
Skills to be maintained and developed to the child's level of maturity	Maintain skills learned and develop them to the child's level of maturity	Maintain skills learned and develop them to the child's level of maturity
Use alphabetical order		
Avoid unnecessary and overworked words		
Use newly learned words		
Select concrete descriptive words		
Select picturesque action words		
Skills to be taught	Skills to be taught	Skills to be taught
Enrich vocabulary through extension of experiences into new areas of interest	Replace overworked words and expressions with more vivid and interesting synonyms	Develop a spelling consciousness
Gain understanding of synonyms and antonyms	Replace vague words and expressions with more pertinent ones	Make one word do the work of several
Choose appropriately between two meanings of a word	Master spelling and meaning of commonly used homonyms	Stress use of prefixes and suffixes to shade meaning of root words
Use a dictionary to check meaning	Use dictionary to check spelling	

---

*Excerpted from *Course of Study, Language Arts, Grades 4, 5, and 6* with modification of sequence.

Sentence Development

Grade 4

Skills to be maintained and developed to the child's level of maturity

Develop sentence sense

Differentiate between a sentence and a fragment

Eliminate run-on sentences and the and habit

Write correct and interesting sentences

Understand telling and asking sentences

Skills to be taught

Work with longer sentences

Begin sentences in different ways to make them more effective

Understand and use exclamatory sentences

Use simple quotations

Use more effective verbs and verb phrases

Indent each new sentence in a list of unrelated items

Grade 5

Maintain skills and develop to the child's level of maturity

Skills to be taught

Use the word statement or declarative for a telling sentence

Understand and use command or request sentences

Understand the parts of the sentence: subject and predicate

Make sentences more interesting by:

Choosing effective nouns, verbs, and modifiers

Grade 6

Maintain skills and develop to the child's level of maturity

Skills to be taught

Understand and effectively use declarative, interrogative, exclamatory, and imperative sentences

Understand simple subjects and predicates

Understand and use compound subjects and predicates

Use correctly and effectively divided quotations

Use correctly and effectively prepositional phrases

Grade 4	Grade 5	Grade 6
	Changing the position of the subject and predicate	Write more interesting and correct sentences with increased knowledge of grammar Write sentences which summarize information from reference books
Paragraph Development		
Skills to be maintained and developed to the child's level of maturity	Maintain skills and develop to the child's level of maturity	Maintain skills and develop to the child's level of maturity
Indent the first word of the first sentence in a paragraph Write a series of sentences related to one idea		
Skills to be taught	Skills to be taught	Skills to be taught
Write two or more related paragraphs: children working independently under teacher's direction Write a paragraph from dictation based on familiar material Write correct and interesting beginning sentences and closing sentences Write related sentences to report sequence of happenings Start a new paragraph for each speaker in conversation	Limit the subject or topic Separate material into paragraphs Expand a sentence into a paragraph Begin to develop related paragraphs from an outline Develop ability to write related paragraphs correctly and interestingly	Use words skillfully to denote time order Use transitional words, phrases, and sentences Use divided conversational patterns Stress unity of sentences

Grade 4	Grade 5	Grade 6
Proofread, correct errors, and revise sentences		
Parts of Speech		
Nouns		
Skills to be maintained	Maintain skills taught	Maintain skills taught
Continue to learn name words		
Skills to be taught	Skills to be taught	Skills to be taught
Use nouns	Identify common and proper nouns	Use predicate nouns
Use proper nouns		That man is my father.
Use possessive nouns	Use nouns as simple subjects	Use direct object nouns
Use singular and plural nouns	Use nouns in direct address	Use nouns as object of the preposition
		Use nouns in a compound subject
Verbs		
Skills to be maintained	Maintain skills taught	Maintain skills taught
Continue to learn words that show action		
Skills to be taught	Skills to be taught	Skills to be taught
Recognize action words	Define and recognize verbs, verb phrases, and helping verbs	Define and recognize verbs of being, including has been, have been, had been, shall be, and could be
Recognize am, is, are, was, were, have been, and has been as words which hold sentences together	Recognize shall, will, do, did, does, should, could, may, might,	

Grade 4	Grade 5	Grade 6
Recognize is, are, was, were, has, have, and had as helpers of action words	am, has been, have been, and had been as helpers of action words	Understand the principal parts of a verb and work with verbs in the present, past, and past participle
Make action words agree with the subject	Avoid overworked verbs	Work with regular and irregular verbs
Use picture-making action words		Use verbs in a compound predicate
Adjectives		
Skills to be maintained	Maintain skills taught	Maintain skills taught
Use descriptive words that tell what kind and how many		
Skills to be taught	Skills to be taught	Skills to be taught
Work with descriptive words	Define adjectives	Define and use predicate adjectives
Compare adjectives	Recognize adjectives that describe, point out, and tell how many	Her dress is blue.
		Define and use the articles a and an
	Use proper adjectives	
	Compare adjectives	
Adverbs		
Skill to be maintained	Maintain skills taught	Maintain skills taught
Introduce words that tell where and when		
Skill to be taught	Skills to be taught	Skills to be taught

Grade 4	Grade 5	Grade 6
Work with descriptive words that tell when and where	Define and recognize adverbs	Compare adverbs
	Distinguish between adjectives and adverbs	Regular
	Recognize "ly" as a common adverbial suffix	Irregular
Pronouns		
		Maintain skills taught
	Skills to be taught	Skills to be taught
	Define and recognize pronouns	Use the pronoun in the simple and the compound subject
	Use singular and plural pronouns	Use possessive pronouns
	Use the pronoun as the subject of the sentence	Use the predicate pronouns
	Use the pronoun as the object of the sentence	It is he.
	Use the pronoun as the object of the preposition	Stress the pronoun as the object of the preposition
		Stress the pronoun as the object of the verb
		Make pronouns agree with verbs
		We were in school.
		Make pronoun agree with antecedent
		Everyone brought his lunch.

	Grade 4	Grade 5	Grade 6
Prepositions		Skills to be taught Work with such words as to, between, among, for, by, from, and with	Maintain skills taught Skills to be taught Define and recognize prepositions Define object of the preposition
Conjunctions	Skill to be taught Break down the "and" habit	Maintain skill taught Stress breaking down the "and" habit	Maintain skill taught Skills to be taught Define and recognize conjunctions Use co-ordinate conjunctions: and, but, and or
Interjections		Skill to be taught Use Oh and Well at the beginning of a sentence	Maintain skill taught Skills to be taught Use interjections: hah, alas, whee, ah, ouch, hurrah

Punctuation

Grade 4	Grade 5	Grade 6
Periods		
Skills to be maintained	Maintain skills taught	Maintain skills taught
After telling sentences		
After initials		
After numbers in a list		
After abbreviations		
Skill to be taught	Skill to be taught	
After symbols in an outline	After a command or request sentence	
Question Marks		
Skill to be maintained	Maintain skills taught	Maintain skills taught
After a question		
Skill to be taught		
With a quotation		
Exclamation Marks		
	Maintain skill taught	Maintain skills taught
Skill to be taught	Skill to be taught	Skill to be taught
After an exclamation	After exclamatory sentence	After strong interjections

Commas

Grade 4	Grade 5	Grade 6
Skills to be maintained	Maintain skills taught	Maintain skills taught
In a date		
Between city and state		
After zone number		
After a letter greeting		
After a letter closing		
Skills to be taught	Skills to be taught	Skills to be taught
In a series	Between phrases in a series	After well when it begins a sentence
Between last and first name when last name is first	After a word of direct address	Before and after appositives
After yes and no at beginning of a sentence		After a mild interjection
With quotations		Before and after too and however
		Before the co-ordinate conjunctions and, but or, nor
		Before a conjunction in a compound sentence Mary went to town, but Jane stayed home.

Quotation Marks

Grade 4	Grade 5	Grade 6
Skill to be maintained	Maintain skill taught	Maintain skills taught
Recognition of quotations in reading		

Grade 4	Grade 5	Grade 6
Skill to be taught	Skill to be taught	Skill to be taught
In simple quotations	Around titles of stories, poems, and chapters when used in context	In broken quotations
		For use only in direct quotations, not indirect
Colons		
	Maintain skill taught	Maintain skills taught
Skill to be taught	Skill to be taught	Skill to be taught
After greeting in a business letter	In a play script after a character's name	Between hour and minute
Apostrophes		
Skills to be maintained	Maintain skills taught	Maintain skills taught
In certain words		
o'clock		
In contractions		
Skill to be taught		
In singular possessives		
In plural possessives		
Hyphens		
	Maintain skill taught	Maintain skills taught
Skill to be taught	Skills to be taught	Skill to be taught
To divide a word at the end of a line	In certain compound words: twenty-one, mother-in-law, etc.	In such words as re-enter, merry-go-round

Grade 4	Grade 5	Grade 6
	In fractions	
	Between numbers in a multiple-page reference: 175-179	
Underlining		
	Skill to be taught	Maintain skill taught
	For titles of books and magazines when used in context	
Brackets		
	In a play script to indicate directions	
Capitalization		
Skills to be maintained	Maintain skills taught	Maintain skills taught
First word in a sentence		
First word and every important word in the title of a story, poem, or book		
First word in each line of poetry		
Greeting of a letter		
First word in the closing of a letter		
The word I		
Names of particular persons, places, and things		
Names of days of the week		

Grade 4	Grade 5	Grade 6
Names of months of the year		
Holidays and special days		
Titles such as Mr., Mrs., Miss		
Names of streets		
Initials		
Skills to be taught	Skills to be taught	Skills to be taught
Titles such as Dr.	Proper adjectives	First word following a strong interjection
First word of a direct quotation	Title: President, King, Queen, etc., when used with the name	Points of a compass when referring to a particular region: North, South, East, West
Outlining	Names of nationalities and languages	Names of races and religions
		Names of clubs, organizations, and business firms
		Names of seasons are not capitalized
Correct Usage		
Teach skills from children's errors in oral and written work	Teach skills from children's errors in oral and written work	Teach skills from children's errors in oral and written work
Skills to be maintained	Maintain skills taught	Maintain skills taught
Ate and eaten		
Bring and brought		
Come and came		

Grade 4

Did and done

Drink and drank

Gave and given

Is and are

Ran and run

See, saw, and seen

Was and were

Went and gone

Naming yourself last

Skills to be taught

There is and there are

Took and taken

May and can

Let and leave

Sit and set

Double negatives

To, too, and two

Have and of

Good and well

Its and it's

"Ain't"

Grade 5

Skills to be taught

More and most

Broke and broken

Spoke and spoken

Began and begun

Rang and rung

Sang and sung

Knew and known

Threw and thrown

Wrote and written

Grew and grown

Chose and chosen

Grade 6

Skills to be taught

Rode and ridden

There is and there are

Correct usage with you

Ought

Lay and lie

Rise and raise

Those and them

Stole and stolen

Froze and frozen

Grade 4

Suggested Writing Activities

Recording

Lists of class rules, words for enriching understanding, songs, records, books, radio programs, committees, game rules

Class diaries

  Experiments
  Trips
  Birthdays

Alphabetical file of books borrowed from school or public library

Rhymes and verse

Riddles

Original plays

Radio or television scripts

Book reports

Grade 5

Fell and fallen

Teach, taught, and learn

Them and those

This kind and that kind

Bad and badly

Swam and swum

Recording

Notes on lessons, films, filmstrips, radio programs, television programs, lectures

Notes from newspaper and magazine articles, books, and personal interviews

Outlines

  Topic
  Subtopic

Grade 6

Recording

Minutes of club meetings

Grade 4	Grade 5	Grade 6
Filling in forms		
Blanks on tests, applications for library cards		
Data on coupons from magazines or newspapers		
Personal data for school records or questionnaires		

The Accelerated Program*

I. Goals

The accelerated program in fourth, fifth, and sixth grade English is arranged to allow a genuinely intensive and extensive study of communication skills for academically talented pupils who have been carefully selected. These pupils, thus prepared, will not only write and speak meaningfully, but will also be fortified for deep and successful study of a foreign language in grades 7 and 8.

II. Selection of Students

The problem of selecting pupils for such a program is a serious one for the teacher. The academically talented boy or girl needs to be stimulated to a high degree by self-imposed standards of excellence. Clearly, mediocrity of attainment cannot be tolerated in these youngsters.

The teacher, exercising a rigid sense of selection, should be guided by the following considerations:

A. Intelligence quotient

Choose pupils with intelligence quotients of at least 115 and above.

---

* Also taken from *Course of Study, Language Arts, Grades 4, 5, and 6*

B. Achievement Test Scores

1. Students should test at least two years above grade in reading achievement.

2. Students should test at least two years above grade in language achievement.

C. Teacher opinion

1. No pupil should be selected if the teacher has an objection, especially with regard to a pupil's habits of work.

2. Pupils shall have evidenced some independence in learning new skills so that they will not need to rely upon too much teacher explanation.

3. Teachers are warned of the temptation to choose for this program the so-called "good" child of average intelligence and reasonable behavior who is already achieving at his level.

D. Pupil attitude

Since this program carries with it both a privilege and a responsibility, it is vital that the pupil so regard it, and that he bring to it a serious purpose and a resolute will.

Since the effects of the program are demanding and far-reaching in the pupil's total language study, the teacher must weigh his decisions carefully.

III. Organization of Pupils for Instruction

A. The homogeneous group

A single class of homogeneously grouped boys and girls at a given grade level is recommended in those schools having a large population.

B. A group within a class

A selected number of pupils within a grade may be organized by the teacher, similar to the plan used for reading groups.

C. Individual plan

An "individualized" approach, which will be detailed by supervisors, is advisable in situations where only one, two, or three children are prepared to meet the challenge of the accelerated program. Programmed learning, carefully geared to individual abilities, should prove useful.

IV. Evaluation of the Program

Constant evaluation of the child in relation to the total program is essential. If the pupil's work is not of high quality, the teacher should consider the wisdom of dropping him from the program.

The best interest of the child, however, must be served. Although he should be stimulated to work to the limit imposed by his opportunities, the pupil should not, in so doing, become overspent and frustrated. The long-range goals of the language program and the recurring challenges it poses should be borne in mind by teacher and pupil alike.

Parts of Speech in the Accelerated Program

Nouns

Grade 4	Grade 5	Grade 6
Identify common and proper nouns	Use predicate nouns	Use collective nouns
Use nouns in direct address	Use direct object nouns	Use nouns as indirect object
	Use nouns as object of the preposition	Use infinitives as nouns
	Use nouns in a compound subject	Use noun clauses
		Use case correctly Nominative

Grade 4	Grade 5	Grade 6
		Objective Possessive
		Use gender correctly
		Masculine Feminine Common Neuter
Verbs		
Define and recognize verbs, helping words, and verb phrases	Define and recognize verbs of being, such as has been, have been, shall be, and could be	Use tense correctly: present, past, future, present perfect, past perfect, and future perfect
Recognize shall, will, do, did, does, should, could, may, might, am, has been, have been, and had been as helpers of action words	Understand the principal parts of a verb and work with verbs in present, past, and past participle form	Conjugate verbs
		Use active and passive voice
Avoid overworked verbs	Work with regular and irregular verbs	Use transitive and intransitive verbs correctly
	Use verbs in a compound predicate	Use verbals correctly
		Participles Gerunds Infinitives
Adjectives		
Define adjectives	Define and use predicate adjectives	Use adjectival phrases
Recognize adjectives that describe, point out, and tell how many	Use possessive adjectives	Use adjectival clauses
	Use compound adjectives	Use participial adjectives
Use proper adjectives		Use infinitives as adjectives

Grade 4	Grade 5	Grade 6
Compare adjectives		
Define and use articles a and an		
Adverbs		
Define and recognize adverbs	Compare adverbs	Define and recognize adverbial phrases
Recognize "ly" as a common adverbial suffix	Regular Irregular	Define and recognize adverbial clauses
		Recognize infinitives as adverbs
Pronouns		
Define and recognize pronouns	Use pronouns in the simple and the compound subject	Use personal pronouns
Use singular and plural pronouns	Use possessive pronouns	I saw him.
	Use the predicate pronoun	Use compound personal pronouns as reflexive
	Make pronouns agree with verbs	He helped himself.
	We were in school.	Use demonstrative pronouns
	Make pronouns agree with antecedent	That is your book.
	Everyone brought his lunch.	Use interrogative pronouns
		Who is the speaker?
		Use relative pronouns
		The boy who sang is here.

Grade 4	Grade 5	Grade 6
		Use case correctly Nominative Possessive Objective
		Use gender correctly Masculine Feminine Common Neuter
Prepositions		
	Define and recognize prepositions	Define and use adjectival prepositional phrases and clauses
	Define and recognize the object of the preposition	Define and use adverbial prepositional phrases and clauses
		Use phrasal prepositions: in spite of
Conjunctions		
Stress breaking down the "and" habit	Define and recognize conjunctions	Define and recognize the correlative conjunction
	Use the co-ordinate conjunctions: and, but, and or	Neither he nor his brother is here.
	John played the piano, and Mary played the violin.	Define and recognize the subordinate conjunction
		I was here before you came.

Interjections

Grade 4	Grade 5	Grade 6
Use Oh and Well at the beginning of a sentence	Use interjections in sentences: hah, alas, whee, ah, ouch, hurrah	

Sentence Development in the Accelerated Program

Grade 4	Grade 5	Grade 6
Recognize declarative, interrogative, exclamatory, and imperative sentences	Understand simple subject and simple predicate	Use the complex sentence Betty left when I arrived.
	Use inverted order To school ran Riki.	Use advanced diagraming
	Understand compound subject and compound predicate	
	Use correctly and effectively divided quotations	
	Use correctly and effectively prepositional phrases	
	Use a simple sentence I am going to school.	
	Use a compound sentence John played the piano, and Mary played the oboe.	
	Introduce simple diagraming	

Punctuation in the Accelerated Program

Periods

Grade 4	Grade 5	Grade 6
After a command or request sentence		

Exclamation Marks

Grade 4	Grade 5	Grade 6
After exclamatory sentence	After strong interjections	
Commas		
Between phrases in a sentence After a word of direct address After well when it begins a sentence	Before and after appositives After a mild interjection Before and after too and however Before the co-ordinate conjunction Before a conjunction in a compound sentence	Between clauses in a series In setting off words in opposition I asked for books, not toys. In setting off a subordinate clause before a main clause When we arrived at the game, the players were already on the field. In setting off nonrestrictive relative clauses Water, which is composed of hydrogen and oxygen, is necessary to life. In setting off parenthetical expressions That boy is, I believe, a dependable lad.
Quotation Marks		
Around titles of stories, poems, and chapters when used in context	In broken quotations For use only in direct quotations, not in indirect quotations	

	Grade 4	Grade 5	Grade 6
Colons	In a play script after a character's name	Between hour and minute	Before a list of items He bought the following fruits: oranges, lemons, and limes.
Apostrophes			In forming the plural of letters, figures, and symbols Charles' r's where like v's and his 2's were like z's.
Hyphens	Between numbers in a multiple page reference: 175-179	In such words as re-enter, merry-go-round	
Dash			In denoting a sudden change or interruption Your father--what will he say? In showing a period of time between two points of time on the clock 9:45--10:50 a.m.
Brackets	In a play script to indicate stage directions		

Capitalization in the Accelerated Program

Grade 4	Grade 5	Grade 6
Proper adjectives	First word following a strong interjection	Names of historical events, periods
Title: President, King, Queen, etc., when used with the name	Points of a compass when referring to a particular region: North, South, East, West	Names of business products and brand names
Names of nationalities and languages	Names of races and religions	Names of stars, planets, and constellations except sun, moon, and earth
	Names of clubs, organizations, and business firms	References to family relationships
	Names of seasons are not capitalized	Names of languages (not other school subjects)

Correct Usage in the Accelerated Program

More and most	Rode and ridden	Real and really
Broke and broken	Ought	Who and whom
Spoke and spoken	Lay and lie	Affect and effect
Began and begun	Rise and raise	Already and all ready
Rang and rung	Stole and stolen	Either and neither
Sang and sung	Froze and frozen	Farther and further
Knew and known		Fewer and less
Threw and thrown		Off and from
Wrote and written		Wait on and wait for
Grew and grown		
Chose and chosen		

Grade 4	Grade 5	Grade 6
Fell and fallen		
Teach, taught, and learn		
Them and those		
This kind and that kind		
Bad and badly		
Swam and swum		
There is and there are		
Correct usage with you		
Those and them		
A and an		

INTRODUCTION TO GRADE SEVEN

In grade seven we begin by discussing ten sentence patterns which students learned to use as they acquired speech habits in childhood and which they employ constantly in oral and written composition. Our initial aim is to persuade the young writer to emphasize his use of transitive active and intransitive complete verb patterns and regulate his use of transitive passive and linking verbs according to their limited and highly specialized functions. The second aim is discriminatory choice of verbs and their vital uses in sentences.

We recognize two basic modifiers: adjectives with nouns and adverbs with verbs. We say that adjectives may be single words, prepositional phrases, participles, infinitives, and clauses; and adverbs may be single words, prepositional phrases, infinitives, and clauses. We like the linguists terms determiner and intensifier. We concur with their assertions that nouns may be modified by nouns (a day camp), by verbs (a wailing siren), by adverbs (the park nearby), and that single and group modifiers are supplemented by sentence modifiers. We teach all modifiers in a single lesson sequence. We train students to search for the accurate, the vigorous, the finely drawn word, and the telling combination of words.

We concentrate upon the simple sentence, but since in practically every theme students use compound elements within the simple sentence and compound and complex sentences as natural vehicles for their thoughts, we analyze them as well. We leave detailed study for grades eight and nine.

Appositives, parenthetical expressions, deliberate and natural inversions we treat as part of though structure and consequently as part of sentence structure.

We concentrate upon usage as it applies to verbs (effective choice of verbs, correct tense forms, agreement of verb with subject), as it applies to pronouns (choice as objects, subjects, predicate nouns; agreement with verbs; and elimination of such forms as hisself, theirselves, Mother she), and as it applies to adjectives and adverbs in comparison. We recognize noun structures as including gerunds, infinitives, and clauses. We recommend that the study of possessive and plural forms of nouns become part of spelling and semantic units.

Manuscript form, capitalization, and punctuation we consider mechanical aids to written communication comparable with good posture, modulation of voice, and intonation in speech. We regard them as points of focus in every theme. The punctuation of direct quotation, we feel, belongs as a mechanical aid to writing a theme in which dialogue accompanies narrative.

In grade seven we test the equipment for speech and writing which the student brings from the elementary grades, recognize its points of termination, and proceed from them. We seek to strengthen his command of the relations between thought and structure to the point where he will outgrow habits of fragmentation and the run-on fallacy.

A DIAGNOSTIC TEST IN USAGE

Grade 7

(To precede theme III*)

Place in the left margin the correct symbol for each: S for a complete, correct sentence; F for a sentence fragment; RO for a run-on sentence.

1. An old house with sagging porches and broken windows.

2. Our boys work hard in football, they have won most of their games.

3. Come here.

4. Walking through the park on a sunny afternoon.

5. I worked for an hour on my homework, then I went to bed.

Underline the simple subject.

6. There are fifteen boys in my homeroom.

Underline the simple predicate.

7. Both Bob and Jim have been nominated for president.

Underline the correct form.

8. Yesterday I (done, did) my homework.

9. Last night we (saw, seen) the movie at the Penn Theatre.

10. Both children had finally (fell, fallen) asleep.

11. Dick ran away but soon (come, came) back home.

12. Father could have (gone, went) with you.

13. Wait for (me and Jack, Jack and I, Jack and me).

14. The books in the locker are (her's, hers).

15. Father took (we, us) boys to the game with him.

16. Jane and (she, her) are locker partners.

17. Are you taller than (her, she)?

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18. Here (come, comes) John and his father.

19. She (don't doesn't) know him.

20. Neither Mark nor Phillip (play, plays) in the school orchestra.

21. The teacher, as well as the pupils, (welcome, welcomes) a holiday.

22. Any one of the club members (has, have) a right to be heard.

23. Each of us (was, were) asked to take part in the assembly program.

24. Have you ever eaten (those, that) sort of apples?

25. (Them, those) dishes belonged to my mother.

26. Each group planned (its, it's) own panel discussion.

27. We won yesterday's game (easy, easily).

28. I (sure, surely) enjoyed the party.

29. My sister was (really, real) surprised to find the crowd there.

30. We are (most, almost) ready.

31. Mother feels (good, well) today.

32. I don't have (no, any) pencil.

33. The book is (lying, laying) on the table.

34. The book has (laid, lain) there for a week.

35. Because she was so tired, mother (laid, lay) down for a rest.

36. I will (sit, set) the dishes on the kitchen table.

37. The road was so bumpy we (couldn't could) hardly talk.

38. Will anyone (beside, besides) you attend the convention?

39. Everyone (who, whom) we met asked about you.

40. It looks (as if, like) a storm is coming.

41. My father went (south, South) to visit several colleges..

42. I find (arithmetic, Arithmetic) very difficult.

43. He replied,"(we, We) are not sure we can come."

44. Sincerely (Yours, yours),

45. The (president, President) is conducting a meeting of the senior class.

Insert any necessary punctuation.

46. When the candles are burning the baby laughs and claps his hands.

47. Peggy Jack's sister is a good friend of mine.

48. The swimmers who had received life-saving certificates were allowed to enter the race.

49. Charlie Smith who recently sprained his ankle is still lame.

50. Alice said I hope you can come to my party.

A PRETEST IN PUNCTUATION

Grades 7, 8, and 9

Punctuate the following sentences correctly.

1. I have three pets a turtle a dog and a canary.
2. My dog Whiskers comes immediately when I call him.
3. One day Whiskers bounced into the room bumped against an end table and knocked over a vase.
4. Mother cried Oh Whiskers look what you have done
5. On February 20 1962 TV viewers watched John Glenn enter the van that would take him to Pad 14.
6. Lieutenant Colonel Glenn received the National Geographic Societys Hubbard Medal.
7. At the beginning of his third orbit Glenn reported I can see the whole state of Florida just laid out like a map.
8. Among the speakers were Larry Smith the editor of the school paper Mary Allan president of the student body and Nick Fells captain of the football team.
9. Can you recall a character in a story you have read who was named after her great grandmother
10. Marcia spying the letter on the table opened it and read Dear Children I'll be home tomorrow. Love Mother.
11. Gathering their books the students left the classroom.
12. Tom his brother and his sister have read Mark Twains book The Adventures of Huckleberry Finn.
13. The editor in chief of your school paper holds a responsible position.
14. Yes you are right answered Jerry The lights should be off.
15. Tim reads many books but his brother reads none.
16. As Prosperpina played in a meadow with her companions Pluto saw her and carried her off to his home.
17. When Mrs Pedicord tossed Billys chipmunk outdoors Billy thought A goats a nice pet to have around.
18. Victor had planned a trip to Fargo but he plowed a field instead for his father.

19. After Ted reached the farmhouse he dashed from room to room however he could find no fox.

20. Frightened they refused to rent the farmhouse for they believed it was haunted.

21. Little Diego Columbus whispered to himself Fathers alive and in a new world

22. At three o clock when the dismissal bell rings students stream from the classrooms.

23. If he who hesitates is lost then I who can never reach decisions quickly am lost.

24. He did what he did not because he was influenced by others but because he was convinced that he was right.

25. Stan is a good student James the opposite.

26. What a good story this is he exclaimed.

27. You will probably have to answer the following questions What school [illegible] you attend In what school activities did you participate What working experience have you had

28. White and waxy clusters of lilies complement the roses in many gardens during June.

29. Tennyson a sincere poet drew inspiration from many sources mythology nature science and mankind.

30. The student did not do the assigned lessons daily consequently he was not able to keep pace with his fellow classmates.

31. My friends classmates this semester have asked me to attend a conference with them but since I have so little time to do the things I want to do I had to refuse.

32. If winter comes can spring be far behind is a line from Shelleys poem Ode to the West Wind.

33. Today as never before in the history of the world we need leadership.

34. Edgar Allan Poe who wrote the Raven is a great American short story writer as well as a poet.

35. The committee having finished its investigation steps will be taken toward improving instruction.

36. Pope said Whatever is is right.

Key for a Pretest in Punctuation

Punctuate the following sentences correctly.

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2. My dog, Whiskers, comes immediately when I call him.

3. One day Whiskers bounced into the room, bumped against an end table, and knocked over a vase.

4. Mother cried, "Oh, Whiskers, look what you have done!"

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AN INSTRUCTIONAL OUTLINE OF ENGLISH GRAMMAR

A. Sentence Patterns and Sentence Parts

Part 1. A Rapid Review of Sentence Patterns

(Integrate With Themes II and III)

Boys and girls, we have learned long ago that the English sentence is our tool for speech and writing. In speaking, we often communicate without using whole sentences:

Hi, Tom!
Hi, Joe!
Where to?
Swimming.
Where?
Highland Park Pool.

But, really, we mean whole sentences. For words we use tones of voice, gestures, grimaces (facial expressions).

When we write, we have no heard tones of voice, no grimaces. It becomes necessary, therefore, in most instances to employ whole sentences to convey our meaning. We all recognize sentences when we hear them:

1. Hurry up, Jenny.
2. Let us stop at Joe's place.
3. How much money have you?
4. The Bookmobile has just turned into our block.

What were you taught to call Number 1? (Imperative) Number 2? (Imperative) Number 3? (Interrogative) Number 4? (Declarative) Good! Perhaps we may classify them as request sentences, question sentences, statement sentences or simply as requests, questions, statements.

Let us think of sentences in another way: according to the words which make them and the position of these words with relation to each other.

Write answers to my questions as briefly as possible, in two words only.

Appoint one or two secretaries to record the student responses. Two secretaries working with alternate sentences should keep the recitation moving more rapidly.

1. a. What do cows do? What do jets do?
   b. When do cows moo? (Three words) When do jets streak?

   Bracket a and b as the same verb-sentence pattern.

2. How do you feel today? (Any number of words)

3. Who is our school principal?
4. Who won the football championship?
5. Who gave Tim an award?
6. Your homeroom elected a president. Whom did your homeroom elect president?

Finish this sentence:

7. In our art class we consider the children ________(Adjective)
8. Who is your tennis partner? Is she good or poor?
9. By whom was the new Allegheny River bridge built?

Let us examine the secretaries' list of your answers to my questions. These sentences represent nine sentence patterns. You have learned to identify them by their verbs. Let us label them.

1. a. Cows moo. Jets streak. (Intransitive complete)
   b. Cows moo sometimes. (Intransitive complete with adverbial modifier) Jets frequently streak across the sky. (Intransitive complete with adverbial modifiers: an intensifier and a prepositional phrase)
2. I feel good. (Linking with predicate adjective)
3. Dr. Wiseman is our principal. (Linking with predicate noun)
4. Westinghouse won the football championship. (Transitive active with a direct object)
5. The American Legion gave Tim an award. (Transitive active with indirect object.)
6. Our homeroom elected Francine president. (Transitive active with an object complement)
7. We consider the children creative. (Transitive active with an adjective as an object complement)
8. My favorite tennis partner is Gussie Moran. She is good. (Be with a predicate noun and with a predicate adjective)
9. The Allegheny River bridge was built by county engineers. (Transitive passive)

Linguists distinguish between be and other linking verbs.

Part 2. Teaching Sentence Patterns as Tools for Composition

Sentence Pattern One

Boys and girls, we have looked at sentence patterns from very simple forms (subject noun, verb; subject noun, verb, adverb) to complicated forms. We took a rapid glance at sentence structures chiefly to bring back to your minds patterns with which you have been familiar for a long time in school and out. Now we shall concentrate on some of these patterns as especially significant in composition. We shall study them in the order in which we think you will need to stress them in your writing of themes. Did you ever notice how much of the time when people talk together they talk about other people and the things other people do? Everybody is interested in people. Everybody wants to know what people do. Of course, instead of people, we may talk about animals, things, ideas.

1. The Joneses moved to Florida.
2. The capsule separated from the rocket.
3. The leisure time of men and women has increased.

The pattern which we shall call pattern one for composition is: Somebody or something does something. (It is pattern one of our first list.) It presents us with two responsibilities: First, make clear to the reader or the listener who or what the somebody or something is. *My brother*, *my chum*, *the president*, *they*, *we* are indefinite. Make nouns specific by using names; by using noun clusters (nouns and the words used to clarify them), as My ten-year-old brother John, My chum Dave Smoot, the president of Student Council. Second, choose exact, lively, attention-drawing verbs. Fit exact verbs to these subjects. Example: Meat putrefies.

1. Wounds	fester
2. Fallen leaves	decay
3. Iron	rusts
4. A lead pipe	corrodes
5. A deforested hillside	erodes
6. An overripe pumpkin	rots

Work out this exercise:

I am sitting in a basement apartment below the level of the street. I cannot see the people who pass. I amuse myself by identifying them by the manner in which they move. Write the answers as rapidly as they come to you.

1. Who lopes past?
2. Who gropes past?
3. Who lurches?
4. Who saunters?
5. What rumbles?
6. Rolls?
7. Scampers?
8. Trips?
9. Dashes?
10. Marches?

Now as I give you the person, supply the verb:

1. A lame man
2. A drunken man
3. A mailman at 7:30 a.m.
4. A mailman at 4:30 p.m.
5. A weary old lady with a basket of groceries
6. A young man and woman in love
7. A policeman on beat duty
8. Two boys let out late from school
9. A streetcar
10. A 1962 Cadillac sedan
11. A cat chased by a dog
12. A squirrel
13. A frog
14. A snake
15. A bumblebee

Find the right verb for:

1. Volcanoes (erupt)

2. Smoke from the fireplace on a wet day (settles)
3. Smoke from the fireplace on a bright still day (rises)
4. Smoke from the fireplace on a bright windy day (veers, dances)
5. Temperature (rises, falls, fluctuates)
6. Glaciers (melt, move, gauge)
7. Ice as it melts (expands, liquifies)
8. Water as it freezes (contracts)
9. Water under heat (vaporizes)
10. A fire choked by leaves (smoulders)

Part 3. The Transitive-Active Verb

Sentence Pattern Two

This pattern also emphasizes the subject noun as doing something, but this time as doing something to somebody or to something.

Let as many students as possible work at the board. Others may use blank paper in the notebooks.

Step One

Class, write complete sentence answers to these questions. Use nouns. Do not repeat.

1. What destroyed the wheat?
2. Who wrote a message?
3. What bent the tree?
4. Who will win the championship?
5. Who owns the store?
6. Who gave a gift?
7. Who fed the dog?
8. Who wrote a letter?
9. What club elected officers?
10. Who throws stones?

How are the sentences alike? (Work for the answer, "Somebody or something did something to somebody or something.") With a slow class: Who? Did what? To whom? Can you find a word that will fit all the words wheat, message, tree, championship? (Usually, the words item, object are given.) If not, supply object. Identify the student answers as containing somebody or something that performed an action (subject); a word to indicate the action (verb); and a person or thing upon which the action was performed (the object, or the direct object). Establish the formula: Somebody or something did something to somebody or something and the verb is transitive active.

Right around the class orally make similar sentences. Write others on the board. Give verbs: teach, cure, build, forgive. Now you have before you the second basic sentence pattern for good composition. Repeat the formula: Somebody or something, etc. Change it to: The subject noun does or did something to the object noun or the object pronoun.

Step Two

Write the sentence: Jack mailed a letter. Since he mailed a letter, he must have mailed it to someone. Make the sentence.

Jack mailed the letter to his mother. (Pupil response)

Can you give a name to the expression, "to his mother"? (Skirmish with prepositional phrases: The flag is near the desk, on the desk, above the desk. The cat crawled under the hedge; etc.)

Then back to the verb. In good writing we economize; use no unnecessary words. Shorten the sentence, "Jack wrote a letter to his mother." (When we secure "Jack wrote his mother a letter," we distinguish between direct and indirect object, recognizing two aspects of the transitive-active verb--double objects, inner and outer objects with the accustomed order: verb, indirect object, direct object.)

Use these verbs as transitive-active verbs with direct objects: gave, asked, forgave, feed (Feed your dog bones), forgive, hand (Hand me a hatchet). Repeat the Lord's Prayer. What are the indirect objects? Copy the following similar sentences in your notebook:

1. Stubbornness lost King George the colonies.
2. The error cost us the game.
3. Mother permitted us the privilege.
4. The lecturer supplied us an example.
5. Feed your dog bones but not chicken bones.

Step Three

Write the sentence, "The club elected Jim." The sentence sounds incomplete. Complete it. "The club elected Jim treasurer." How did elected affect Jim? Treasurer is not the same as the indirect object, is it? How different? (position, relation). Call Jim a direct object and treasurer an object complement. Some say double object, inner and outer object. All you need to do, class, unless you want to teach grammar some day, is to recognize two objects with the transitive-active verb. Copy the following sentences in your notebook:

1. Jane called Joe names.
2. Boone held the Indian captive.
3. The Employment Agency found Jim a job.
4. Darkness made the storm a horror.

Step Four

Dictate these sentences

1. Tom painted the fence white.
2. We consider Julia intelligent.
3. We found the house crushed.

How are white, intelligent, crushed different from treasurer?

Identify adjectives but do not linger. Back to the verb. Our problem is the transitive-active verb sentence pattern (Pattern 2). We think we have established it. Now we integrate it with composition.

Students, this is your basic composition sentence pattern: Somebody or something did something to somebody or something. The subject did something to the object. As you write, keep thinking: Who did what? Use names. Be definite. Write a short theme. Somebody gave a party. Use all the kinds of objects you can. These verbs will help: write, invited, mailed, prepared, chose, ate, drank, served, etc. In a second draft, try for compound objects, compound verbs, compound subjects. In a final draft, enliven your theme with lively adjectives: Not a good party but a buffet supper; Sealtest peppermint ice cream; soda pop that feels like your foot's asleep, etc.

Sentence Pattern Three: the transitive-active verb transformed to transitive passive

Repeat on the board the sentences used in Part 3, Sentence Pattern Two, Step One (What destroyed the wheat?) or similar sentences.

Step One

Now examine the sentences which our secretary has recorded. Designate the verbs. What you can specify concerning them. Work for:

1. The presence of an auxiliary from be
2. The past participle form of the verb
3. The action as performed upon the subject
4. The actor indicated (if indicated at all) by the prepositional phrase
5. The undergoer of the action (the subject) as more important than the actor (named in the prepositional phrase)

Step Two

Note these four points (1-4) as you write answers to these questions:

1. Who was inaugurated President on January 1, 1960?
2. Who has been elected president of your homeroom?
3. Who is expected for dinner?
4. Who will be orbited into space next?
5. Who was elected president of your homeroom?

Read your sentence answers around the class. Write a transitive-active sentence of your own and transform it to transitive passive.

We think we have now established the transitive-passive pattern: something is done to the subject. Sometimes we know who performed the action; sometimes we do not. The chief point for composition is that we use the passive voice only when it is more important to know what was done than who did it. We usually strive, as we said before, to write in the active pattern.

Substitute the transitive-active pattern for the passive in a group of sentences.

Examples

A nest was tucked away in the elm tree (Supply a subject.)

Black clouds were punctured by flashes of lightning.
A bridge is being built.
Our sins may be forgiven. (Supply a subject.)

Note to the teacher: This is probably a good place to rule out some undesirable phrasing commonly used by students:

Not	Best
1. A waterfall could be heard thundering.	1. A waterfall thundered.
2. Birds could be heard singing.	2. Birds sang.
3. Streaks could be seen behind the jets.	3. Vapor streaked behind the jets.
4. Bob Friend was replaced by Vernon Law.	4. Murtaugh sent Vernon Law to replace Bob Friend. 4. Murtaugh substituted Law for Friend.

Continue drill with the transitive verb--transforming the active to the passive.

One of the sentences in our list of sentence patterns is "Boys throw stones." Express the same idea using stones as the subject. (Stones are thrown by boys.) Transform these other sentences in the same way. (Secretaries record student responses as teacher designates.)

Children play games.
Monkeys climb trees.
Dogs eat bones.
Dramatists write plays.
Bing Crosby sings popular songs.

Step Three

Now let's insert another word. One of our sentences is "Parents give children advice." Can you express the same idea using advice as the subject? (Advice is given to children by parents.) Can you transform the following sentences in the same way:

Father gave John a watch. (Watch as subject)
The teacher taught the children a lesson. (Lesson as subject)

Step Four

Now let's do it differently. In the first sentence above use John as the subject; in the second use children.

John was given a watch by Father.
The children were taught a lesson by the teacher.

Watch and lesson are retained objects.

Step Five

We have two more sentences in our list of patterns in which the verb is transitive:

People consider him a genius.
The class elected Frank president.

(Active to passive)

Can you express the idea of the first of the above sentences using He as the subject? (He is considered a genius by people.) Transform each of the following sentences:

My uncle considered John brilliant. (Use John as subject.)
James thought his mother angelic. (Use mother as subject.)
His employer supposed the man honest. (Use the man as subject.)

Express the idea of the second of the above sentences using Frank as subject. (Frank was elected president by the class.)

Transform each of the following sentences:

The club chose Sam secretary. (Use Sam as subject.)
The sophomores voted Edith the most popular girl. (Use Edith as subject.)
The gang made Billy the scapegoat. (Use Billy as subject.)

Step Six

Show that in each case the pupils have transformed the sentence from active to passive (1) by making the second or third noun the subject, (2) by expressing the verb in the past participle with an auxiliary, and (3) by expressing the original subject in a by phrase.

Show that common sense usually dictates whether we use an active or a passive verb. Which of the following are natural, which unnatural? Change the weak ones to the active form.

1. By whom was the home run made?
2. When will a new president be elected?
3. By whom will a test be given today?
4. By whom will the papers be corrected?
5. By which operator is the switch opened?
6. By whom was the window broken?
7. By what devices was communication maintained with John Glenn and with Malcom Carpenter?

Step Seven

1. Choose sentences from student writing which use transitive-active verbs effectively.
2. Select sentences which use transitive-passive verbs with resulting awkwardness and lead students to transform them to transitive-active patterns.

Step Eight

In a subsequent period, check the foregoing instruction by blackboard work or by using the opaque projector or dittoed copies of a successful theme.

Step Nine

As rapidly as structural elements of the sentence are developed, angle for compounds: compound subject, compound verb, compound object, etc.

Sentence Pattern Four: the intransitive linking verb (Board exercise)

Students, answer my questions with short complete answers. Do not repeat the same answer. Try to be truthful about yourself. If anyone else has the same answer, change yours.

Who are you?
What were you five years ago?
What shall you be ten years from now?
In your interesting young life, what have you been? Give several answers. Watch punctuation.
Before you were a ______________, what had you been?
By the time you are eighty years old, what shall you have been?

What do the completing nouns do? (Students will see that the completing noun identifies the subject.) Work for compound answers.

That is the sole use of the intransitive-linking verb: to identify the subject. Used for any other purpose, it is a weak, spineless verb and will make writing dull and uninteresting. Let us look at a theme which employs linking verbs.

> "The scene was our backyard. The time was midnight. The moon was silver. The trees were bare. The ground was white with snow. I was in my pajamas. I was cold."

Class, what is wrong with such writing? Rewrite. Combine. Use the transitive active pattern and the intransitive complete. What did the moonlight do?

> "Midnight lay on the garden. Moonlight silvered the freshly fallen snow."

Later, students gain perspective focus. "Moonlight, filtering down through the bare boughs of the garden trees, silvered," etc.

B. Modifying Elements

Work from an object in the room with oral responses. Appoint one or two secretaries to record the responses. Two secretaries working with alternate sentences should keep the recitation moving more rapidly.

Step One

Class, look at the picture on the wall. Form oral sentences about it. What does the picture do?

The picture hangs on the wall. The picture shows a historic scene, etc. (Student answers)

Choose one for a secretary to record. Example: The picture shows a historic scene. What picture? Use only one word. War picture. Historic picture. That large picture. (Identify as adjectives.)

What picture? Use several words. A picture of a battle. (Adjective phrase)

Finagle your questions to secure all kinds of modifiers, as a picture doing what?

A picture hanging on the wall (Adjective participle)
A picture to help us understand history. (Adjective infinitive)
A picture which was painted by Winslow Homer (Adjective clause)
A picture of the city of Toledo (Adjective prepositional phrase)

Identify as you go along but don't linger. Try it again with theme. What theme? Frame your questions to elicit the answers you want. Seize an appropriate answer when it comes. Secretaries continue as you indicate.

Examples

Our next theme.
A theme about Dame Van Winkle.
The theme which we wrote last week.
Assigned theme.
Theme to be written in class tomorrow.

Repeat with adjectives modifying a direct object.

Examples

An attack
The attack
First attack
Attack on Fort Oxbow
An attack to capture Fort Oxbow
The attack which Green made
An attack routing the garrison

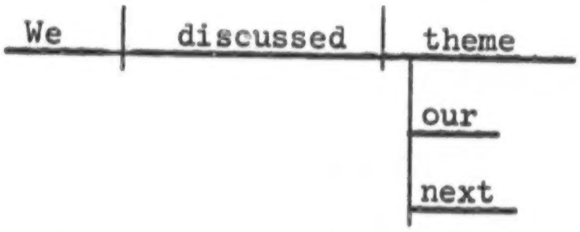
Now use the secretaries' lists. Identify each kind of modifier; the distinguishing characteristics of each? Show that they all do the same thing: add to, limit, change the meaning of a noun. You may want to adopt the linguistic term, noun clusters (a noun with all its modifiers).

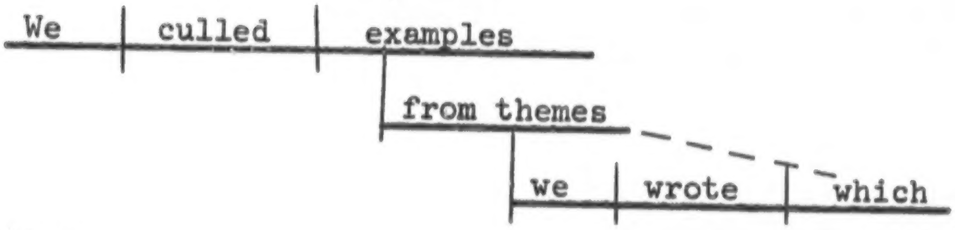
Step Two

Place the modifiers in sentences:

1. We discussed our next theme.
2. Miss Eagle assigned a theme about space travel.
3. We culled examples of effective verbs from the themes which we wrote last week.
4. The theme to be written in class tomorrow grew out of our study of *Beowulf*.

A teacher may want to drive home the similar character of these modifiers by the use of diagrams:





Step Three

Demonstrate other positions which adjective modifiers may take in sentences:

A. Predicate adjective with a linking verb (Sentence Pattern Three, page 14)

   1. The light became dimmer.
   2. The sun shines bright.
   3. I feel bad. I feel good.

B. With a transitive active verb (Sentence Pattern Four, page 17)

   1. We consider Jan intelligent.
   2. We painted the fence green.
   3. We pronounced the vote unconstitutional.
   4. We termed the address satisfactory.

C. Appositive adjectives

   1. The strains of a violin, soothing and low, came from the shanty.

2. The campers returned, weary, hungry, and contented.

D. The participial adjective before and after its noun

1. Striking the door with full force, George broke the lock.
2. George, striking the door with full force, broke the lock.

Step Four

Distinguish between opinion-giving adjectives and evidence-giving adjectives. Show that good writing and speech demand evidence-giving adjectives.

Examples of opinion-giving adjectives:

Rain fell on the drab garden.
She combed her lovely hair.
Mother has a beautiful dress.

Examples of evidence-giving adjectives:

Rain fell on the brown grass, the wilted flowers, and the dusty bushes.
She combed her long, dark, and glossy hair.
Mother has a red nylon sheath dress.

Step Five

Let us adopt here the linguists' conception of modification of nouns and admit that nouns may be modified by adjectives, by other nouns, by adverbs, by verbs, by prepositional phrases, by relative clauses, by prepositional phrases followed by relative clauses.

Examples: Nouns as noun modifiers

What kind of food does your dog eat? (dog food)
What kind of eraser lies on the chalkboard? (chalk eraser)
By what kind of lamp do you study? (table lamp, floor lamp, desk lamp)

Examples: Adverbs as noun modifiers

You live on the first floor of a duplex. Who kept you awake last night? (The people upstairs)
Where do you keep your horse? (In a barn nearby)
What dog is barking? (A dog outside)

Examples: Verbs as noun modifiers

Watch those swiftly scudding clouds.
Clouds, billowing into towers, hid the plane from sight.
Poe, having dreamed strange dreams, conceived his horror stories.

We passed four houses to rent.
This is the passage to be translated.

Examples: Prepositional phrases as noun modifiers

What map will we use this semester? (Answer in five words) (The map on the wall)
What man delivered the package? (Five words) (The man in the truck)
Which girl spoke to you? (Five words) (The girl with the dog)
What did you drink at lunch time? (Five words) (A glass of chocolate milk)

Examples: Relative clauses

Which boy is ill? (Seven words) (The boy who lives on our street)
What car are you selling? (Five words) (The car that I bought)
What kind of remark do you resent? (Five words) (A remark which is insulting)

Examples: Prepositional phrases followed by relative clause

What boy did you visit? (The boy on our street who is ill)

Step Six: The adverb modifier

Handle in the same way as you handled the adjective modifier.

Examples

1. How did the boy work?
   - a. Hard, continuously, sloppily, carelessly
   - b. This way
   - c. With his hands, with ease
   - d. As if his life depended on it
2. Where did the boy go?
   - a. There, away
   - b. Home, that way
   - c. To the store, across the street
   - d. Where his father works
3. When did the boy leave?
   - a. Early, late
   - b. This morning, last Wednesday
   - c. At four o'clock, in the evening
   - d. When his father came for him

Step Seven

Show that the same phrase may be adjective in one sentence, adverb in another. Why is this important? The writer must know what he means in order to communicate accurately.

Adjective	Adverb
What book did you buy?	Where did the shopkeeper place the book?
The book in the window, on the counter, on the shelf.	He placed it in the window, on the counter, on the shelf.

Example

She leaned against the window with a book in her hand. (She with a book? Leaned with a book? Better say: With a book in her hand she leaned against the window. We are glimpsing arrangement for accuracy, force, variety.)

Step Eight

Apply sentence work constantly to composition. Choose effective adjectives and adverbs. Vary position. Vary kinds: single, phrase, clause, infinitive, participle. Use adjectives and adverbs sparingly.

Work through the verb. Example: A sad lady. Better: A lady weeping bitterly.

C. An Exercise in Sentence Variety

Although the normal order of the English sentence is subject, subject modifiers, verb, verb completing words and modifiers, good writers and speakers vary the order to secure relief from monotony, to secure force, or to secure both. Rewrite the narratives below by using several kinds of openings, such as

1. An adverb opening

   Swiftly the train disappeared into the desert.

2. A prepositional phrase opening

   In the distance the smoke of another train appeared.

3. An object opening

   A black cap he wore on his head.

4. A predicate adjective opening

   Thick and black was the low cloud on the horizon.

5. A predicate noun opening

   A charming woman is Mrs. Lindbergh.

6. An appositive opening

   Our great-aunt, Betsy Palmgrove, entertained President and Mrs. Cleveland for lunch.

Remember, of course, that constant reliance upon these inverted openings will result also in monotonous style. In addition, they will make your style artificial and affected. In your themes vary sentence constructions occasionally but not constantly.

Narrative 1

Miss Crawford's ninth grade homeroom was very quiet. The new girl kept her eyes on her book. She felt the expectation of the group. She knew the cause of it. The class had buzzed all week about Ellen's party. Nobody had received an invitation yet. The party was only a week away. Ellen would surely ask her guests today. The new girl's mouth trembled slightly. She couldn't expect to be asked. Ellen scarcely knew her. But she wanted to go to the party. She was lonely. She missed her former friends.

Ellen rose from her seat suddenly. She walked to the teacher's desk. The silence in the room became intense. Miss Crawford raised her eyes from her themes and looked at Ellen. Ellen whispered something to her. Miss Crawford nodded her head.

The new girl's heart pounded.

Then Ellen began to speak: "I am having a birthday party next Friday. I want you all to come. The time is two o'clock. The place is my home."

She started down the aisle. Then she stopped and looked at the new girl. "You don't know where I live," she said. "My father will call for you and take you home."

The new girl wasn't lonely any more.

Narrative 2

It was a hard day for racing cars. The track was muddy and it was raining heavily. My racing car was sitting in the pit ready to go when I arrived at the track. I changed into my racing suit. I fastened my helmet and pulled my goggles over my forehead. My chief mechanic, Bob Speedy, said, "Take it easy on those turns, Ed. They don't look too good."

I gunned the motor and pulled into place at the starting line. Bang! The sound of the starting gun was surprising. The wheels of my car dug into the gravel-laden track as my car lurched forward. The track was soon alive with flying mud and the roar of powerful engines. The cars started to gain speed rapidly after the first lap--fifty miles, eighty miles, one hundred miles an hour. Bill Bland, the driver who was in front, missed a turn. He went through the track fence and overturned with his engine exploding. I moved my car into first place fast to avoid a crack-up. I read my speedometer. It read one hundred and fifty miles an hour. Suddenly my car went out of control. I bounced off one end of the track and went through the fence. I covered my face as my engine exploded.

I heard my mother scream, "Eddie! Lock up your dad's car. It's time for dinner."

Narrative 3

Nancy is my baby sister. She annoys me every minute. She waits until I settle down to do my homework. Then she starts to tell me how she played "Farmer in the Dell" in her gym class. I pick up my violin for my daily practice hour, but Nancy asks me to hear her read. She wheedles me into playing Chinese Checkers. She spells out big words from the newspaper for me to look up and explain to her. She asks me to tell her how Jack climbed the beanstalk when bedtime comes. She wakes me up when I am asleep to tell me there is a noise on the porch. I hope she soon grows up.

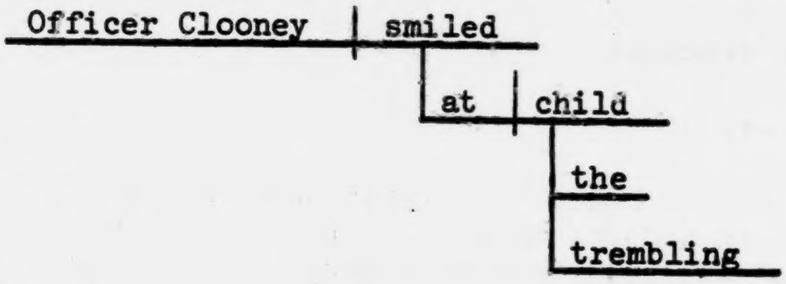
D. Verbals

Step One: **Use of participles to improve sentences**

A. Have secretary write on the board:

1. **Officer Clooney smiled at the trembling child.**
2. **The one giggling is Ted's sister.**
3. **These election returns are very discouraging.**

Ask the class to name the modifiers in these sentences. Work for the participles--trembling, giggling, and discouraging.



Establish that they modify like ordinary adjectives, as a huge elephant; a growing elephant.

Ask how the words are similar. (ing ending)

Ask if class has ever seen the words before used in a different way. (verbs)

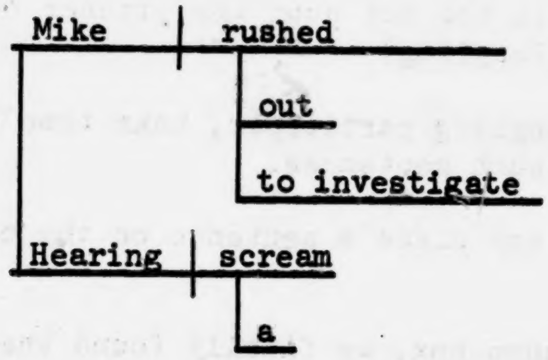
Point out that these words look like verbs but actually modify nouns. English teachers call them participles.

Ask now for pupil examples.

B. Have secretary write:

1. **A baby, crying loudly, awakened us.**
2. **Hearing a scream, Mike rushed out to investigate.**
3. **Molly Wilson is one of the students representing our school.**
4. **Having completed her homework, Sue prepared for bed.**

Encourage pupils to locate participles.



Demonstrate that participles group with other words. (phrases)

Points to bring out in discussion:

1. Crying has a modifier. Loudly is the sort of word that modifies a verb. (Crying modifies baby, indicates action, and is modified by a word that usually modifies a verb.)
2. Hearing is followed by a noun used as a direct object. Although hearing acts like an adjective in that it modifies Mike, it also acts like a transitive-active verb in that it has a direct object.
3. Representing modifies students and has a direct object.
4. Having completed is different in tense and in that two words express the action.

Ask for student examples.

C. Have secretary write:

1. a. Mrs. Morton hoped to surprise her husband.
   b. She said nothing about the new television set.
2. a. In her excitment mother scarcely noticed the cat.
   b. It was crouched in any easy chair near the fireplace.

How can these sentences be joined?

Can anyone use a participial phrase in the process?

Work for some version of:

1. Hoping to surprise her husband, Mrs. Morton said nothing about the new television set.
2. In her excitement mother scarcely noticed the cat crouched in an easy chair near the fireplace.

Try these. Start with a participial phrase.

a. We had worked all day in the hot sun.
b. The pitcher of ice water looked most welcome.

Possible responses

1. Having worked all day in the hot sun, we welcomed the pitcher of ice water.
2. Having worked all day in the hot sun, the pitcher of ice water looked most welcome. (Dangling)

If a pupil revises with a dangling participle, take time to point up the ridiculous nature of such sentences.

To emphasize the point, you may place a sentence on the board and ask for improvement:

Sleeping in an empty shoe box, we finally found the puppy.

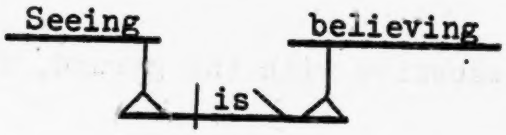
D. For added exercise in sentence improvement, use examples from student themes.

Step Two: The use of the gerund to improve sentences

A. Have the secretary write on the board:

1. Seeing is believing.
2. Most young folks enjoy swimming.
3. Television keeps many pupils from studying.

Ask class to locate nouns. Sentence number one will demonstrate quickly the use of ing words as nouns.



Identify each gerund with the work it does in the sentence:

Seeing--subject
Believing--predicate nominative or complement of subject
Swimming--direct object
Studying--object of preposition

Ask class to point out similarities of these words:

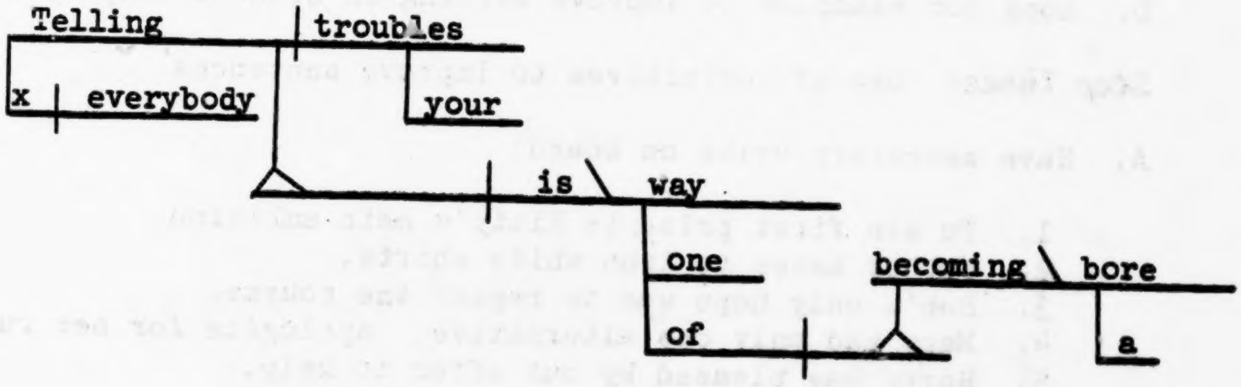
1. End with ing
2. Look like verbs (show action)
3. Do the work of nouns
4. Name activities

Ask for pupil examples.

B. Have secretary write:

1. Telling everybody your troubles is one way of becoming a bore.
2. I don't recall having been given the assignment.
3. Mother, why do you object to my dating Charlie Brown?

Have pupils locate gerunds. Bring out that these gerunds appear in phrases and that the whole phrase operates as a noun.



1. In the subject gerund phrase, telling becomes a transitive-active verb followed by an indirect and a direct object.
2. As the object of a preposition, becoming is an intransitive-linking verb followed by a predicate adjective.
3. In the direct-object gerund phrase, having been given has two auxiliaries. It is also followed by an object. (Teachers, use your judgment whether to dwell upon the passive nature of this verb or upon the retained object.)
4. The gerund dating, which is the object of a preposition, is followed by a direct object. At this point call attention to the my. Is this right? Stress that careful writers use the possessive form of a noun or pronoun before a gerund phrase to show the owner of the activity. Actually, Mother objects to whose dating?

To reinforce the use of the possessive with the gerund, draw sentences from students, as

1. Ray's speaking out of turn always gets him into trouble.
2. Lou's parents won't have to worry about his careless driving any more.

C. Have secretary write:

1. a. George scratched his name on the top of his desk.
   b. For this he was sent to the office.
2. a. Bob applied four coats of varnish.
   b. Then he polished the surface with pumice and oil.
3. a. Sally has a very annoying habit.
   b. She borrows things.
   c. Then she doesn't return them.

Can anyone think of ways to join these sentences? Try to use gerund phrases. Work for:

1. Object of preposition--George was sent to the office for scratching his name on the top of his desk.
2. Object of preposition--After applying four coats of varnish, Bob polished the surface with pumice and oil.
3. Appositive--Sally has a very annoying habit: borrowing things without returning them.

D. Look for examples to improve writing in student compositions.

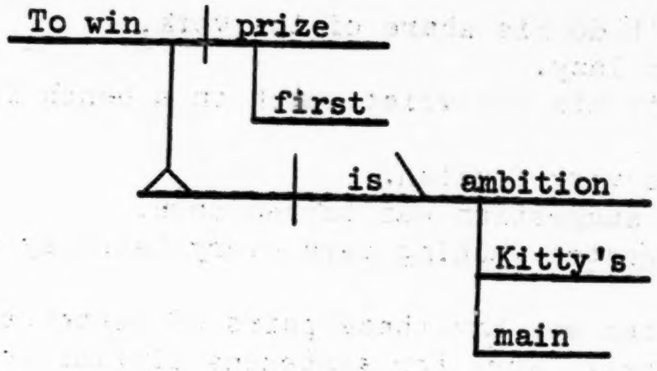
Step Three: Use of infinitives to improve sentences

A. Have secretary write on board:

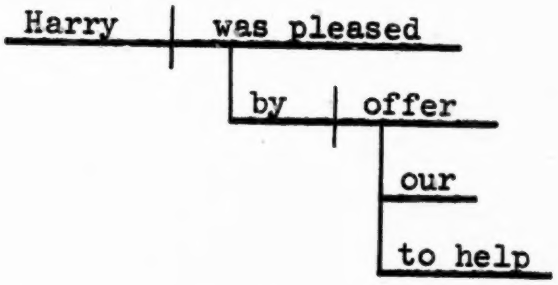
1. To win first prize is Kitty's main ambition.
2. Mother hates to iron white shirts.
3. Bob's only hope was to repeat the course.
4. Mary had only one alternative: apologize for her rudeness.
5. Harry was pleased by our offer to help.
6. This book is difficult to understand.
7. I've waited a long time to see this game.

In dealing with participles and gerunds we learned that certain forms of the verb can be used to do the work of adjectives or nouns. In the sentences on the board we have another form of the verb that does something more than show action. Can anyone locate them? Tell how they're used.

1. To win--subject (noun). Are there any words that work with to win? Yes; first prize. Prize acts as the direct object.



2. To iron--direct object. It also has a direct object, shirts.
3. To repeat--predicate nominative. Its direct object is course.
4. Can anyone see what happened in this sentence? The to before apologize has been omitted. In many cases the to can be omitted before an infinitive, especially in conversation, as "I dare you jump."
5. To help--How is this used? It helps explain offer. It is a modifier.



6. To understand--Again we have a modifier. This time the word modified is difficult.
7. To see--Who can figure out what to see is telling us? It tells why I've waited.

Note to teacher: The degree to which the relationship between the infinitive and the word modified should be developed will depend, of course, upon the nature and level of the class. The value of the infinitive to sentence improvement can be demonstrated without an intense coverage of grammatical structure.

Points to emphasize:

1. The verb form is usually introduced by to. English teachers call the verb introduced by to an infinitive.
2. The infinitive may occur alone, without closely grouped words. (See Number 5, to offer), or with other related words. What do we call an infinitive that has other words closely grouped with it? Infinitive phrase.

3. The infinitive indicates an activity.
4. The infinitive may function as a noun element or as a modifier.

Ask for pupils to give examples of infinitives and infinitive phrases in sentences.

B. Have a secretary write:

1. a. Joe won't do his share of the work.
   b. He's too lazy.
2. a. Fred left his new wrist watch on a bench in the dressing room.
   b. This was very foolish.
3. a. Betty's suggestion was turned down.
   b. She suggested washing cars every Saturday morning.

Ask if any pupil can see how these pairs of sentences may be joined by using infinitives. Work for sentences similar to these:

1. Joe is too lazy to do his share of the work.
2. It was very foolish of Fred to leave his new wrist watch on a bench in the dressing room.
3. Betty's suggestion, to wash cars every Saturday morning, was turned down.

C. Point out opportunities to improve writing in sentences taken from student compositions.

E. The Compound Sentence

Grade 7

Step One

We have angled in the preceding units for compound elements. Now we concentrate upon them. As before, students work at the board. Ask questions to draw double or multiple subjects, verbs, objects, etc.

Examples:

1. What three players made home runs? (Compound subject)
2. What four articles did you make in wood shop? (Compound direct object)
3. Name three things you do in gym. (Compound verb)
4. Using Sentence Pattern Three, describe a base runner. (A base runner must be strong, speedy, tireless.) (Compound predicate adjective)
5. Using Sentence Pattern Three, name three of your chums. (Compound predicate noun)
6. Name three things you like better than to come to school. (Compound infinitive direct object) Name three activities you prefer to coming to school. (I prefer playing baseball.) (Compound gerund object)

Comment: As students work out these sentences, the teacher should watch for nonparallel constructions and when they appear seize upon them to teach parallelism.

Step Two

Teach the co-ordinate conjunctions. (You may want to call these merely conjunctions.)

Step Three

The transfer to the compound sentence should be relatively easy.

1. In the same sentence name the accomplishments of Ferdinand de Soto and Balboa. (Ferdinand de Soto discovered the Mississippi River, and Balboa discovered the Pacific Ocean.)
2. Identify the "firsts" performed by Alan Shepard and John Glenn.
3. Contrast the beliefs concerning government in a monarchy and in a democracy.
4. In a sentence with similar constructions make a choice between two activities for entertainment tonight.

Step Four

Show that the compound sentence is a combination of simple sentences joined by conjunctions: and, but, yet, or, nor, for, either-or, neither-nor..

Step Five

Used loosely, the compound sentence merely holds together ideas which have some relation to each other. Used accurately and effectively, it has four specific uses. It indicates:

1. Two or more events or ideas which occur at the same time (We may do or think several things at once but we can speak or write them only one at a time.)

   Example: The rains descended, the floods came, the winds blew and beat upon that house, but it fell not.

2. Two or more events which occur one after the other so rapidly that they seem to happen at the same time

   Example:

   a. The light changed and the cars shot forward.
   b. John claimed his rights and his privileges, but he ignored his responsibilities.

3. Events which follow others as the result of causes

   Example: The rains descended and the floods came.

4. Two or more ideas which present a contrast or a balance (an equation) of ideas

   Example: A wise son maketh a glad father, but a foolish son is the heaviness of his mother.

Comment: Let us remember our purpose: the use in composition of the skills taught. The above exercises are of no value unless the students test their own compound sentences by the preceding criteria; join ideas which belong together; and avoid stringing together ideas which do not.

Step Six

Ask students to collect proverbs, maxims, balanced epigrams (The Proverbs [Bible], *Poor Richard's Almanac*, etc.). Study them as examples. Write proverbs, maxims of their own.

Step Seven

Make habitual the culling of effective and ineffective compound sentences from student themes for class discussion.

Step Eight

Teach the punctuation of the compound sentence.

1. Distinguish between compound element and compound sentence.

2. Test for the compound sentence: Remove the conjunction. Have you a pair or a group of complete sentences left?

3. ______________ and ______________. The rains descended and the floods came. (Close connection of thought, short clauses: no comma.)

4. ____________________, and ____________________.
____________________, or ____________________.
____________________, but ____________________.
____________________, yet, but yet ______________.

5. Note a distinction in force between but and yet:

I should like to buy a red convertible, but I do not have the money.
I should like to buy a red convertible, yet I cannot bring myself to do it.

6. Point out the negative quality of not--nor.

Trouble me not to join your group, nor solicit my aid to support its cause.

Grade 8

To the unit on the compound sentence taught in grade 7, add a unit involving conjunctive adverbs (connectors) and their punctuation.

1. ____________________; however, ______________.
2. ____________________; nevertheless ______________.
3. ____________________; moreover, ______________.
4. ____________________; furthermore, ______________.
5. ____________________; as a consequence, __________.
6. ____________________; consequently, ______________.
7. ____________________; accordingly, ______________.
8. ____________________; in fact, ______________.

Teach the semicolon as obligatory before the connector. Teach the comma or the absence of the comma after the connector as indicated by intonation.

Examples:

1. We had seen the movie; therefore we decided to go to the dance.
2. It was a very hot summer; moreover, it had not rained for several weeks.

3. The doctor had been very busy all day; however, he decided to see the patient.
4. Bill had been absent for three weeks; consequently he failed all his tests.
5. The soloist had a very bad cold; nevertheless she decided to sing.
6. Suddenly the rain stopped and the sky cleared; accordingly, we resumed preparations for the picnic.

F. Two Approaches to the Teaching of the Complex Sentence

Approach One: The concept of the subordinate clause as a modifier or a noun substitute

Step One: Teaching adjective and adverb clauses as regular modifiers

We have accustomed students to the idea that a verb frequently occurs in the English sentence as a noun (gerund, infinitive), as an adjective (participle, infinitive), or as an adverb (infinitive). Let us apply the same reasoning to teach clauses in the complex sentence.

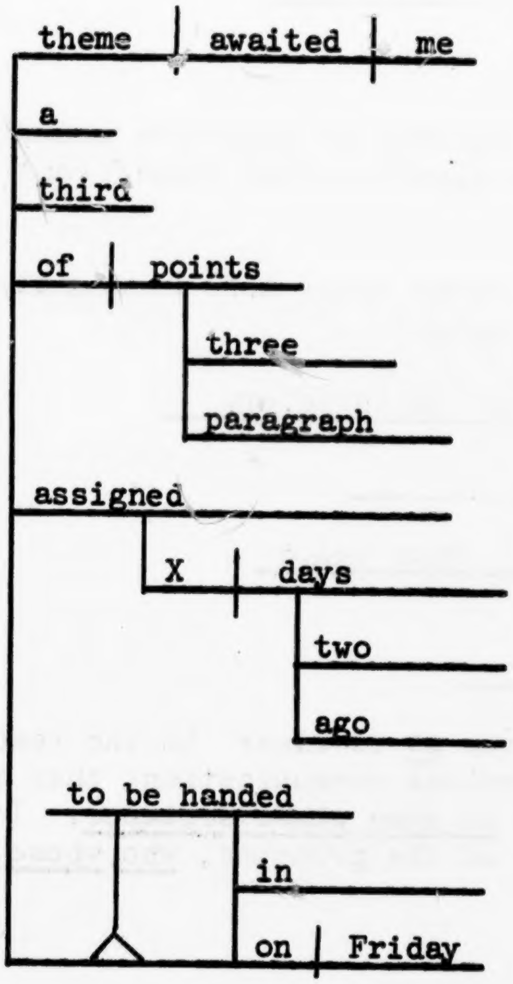
We begin by harking back to the original presentation in grade seven. Let students respond orally or write at the board. Let secretaries record on the board teacher choices among student responses. We begin with a base sentence:

Theme awaited me.

Teacher direction: Modify the subject noun theme by

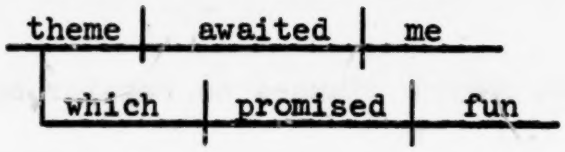
1. A determiner
2. An adjective
3. An adjective prepositional phrase
4. A participle (or a participial phrase)
5. An infinitive (or an infinitive phrase)

As students offer the modifiers requested, a secretary records on a diagram.

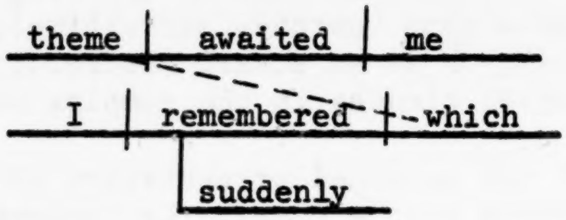


In the same manner that a verb occurred in the sentence as a participial adjective (assigned two days ago) and as an adjective infinitive (to be handed in on Friday), let us permit a simple sentence to occur as an adjective modifier:

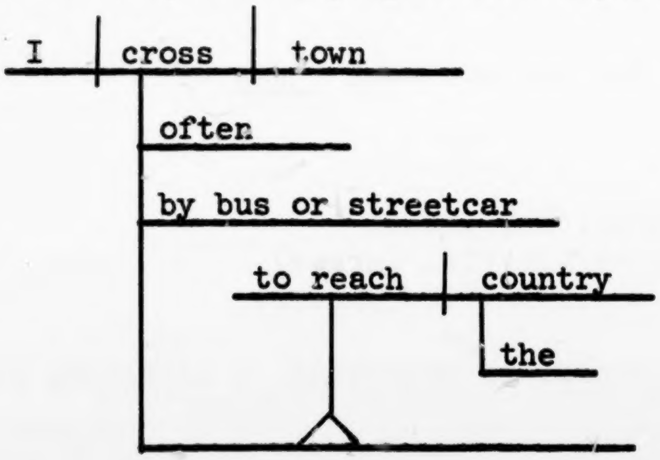
1.

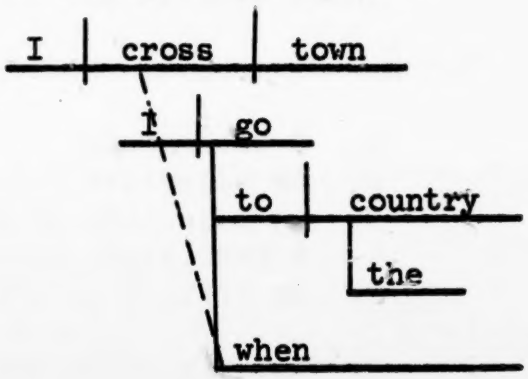


2.



Before we go further, let us observe the same process with the simple sentence as an adverb modifier. Secure the ordinary modifiers as before: adverb, adverb prepositional phrase, adverb infinitive:

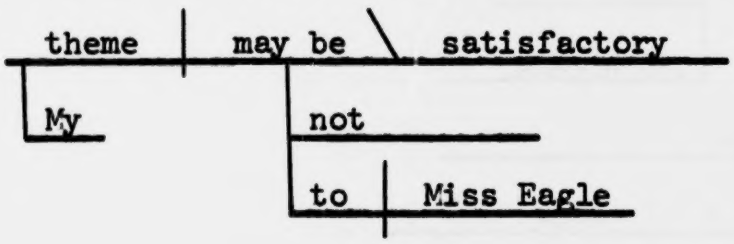




Return to the adjective clause.

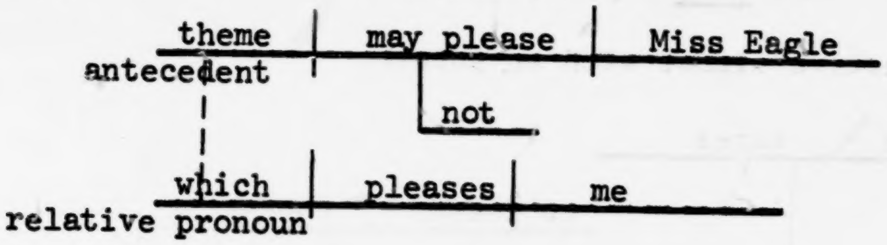
When the simple sentence becomes an adjective modifier (We shall hereafter call it an adjective clause), some significant changes occur in its structure.

1. In a simple sentence nouns occur more frequently than pronouns as identifiers but both occur.



2. It pleases me

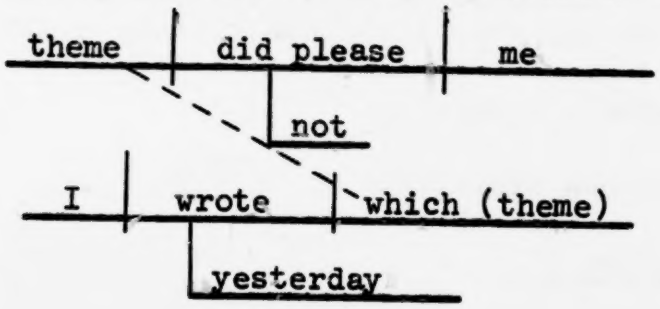
The identity of the pronoun it is clear to the reader because we have used the noun theme in the previous communication; that is, the pronoun refers to an identifying noun in some other sentence. In one kind of adjective clause we always use one of the pronouns, who, whose, which, what, that, but, as. For identification it refers to a noun within the same base sentence. We might call it a referring pronoun. High brows might call the noun to which it refers a referent. Grammarians have chosen to say that it relates (instead of refers) and they call it a relative (relating) pronoun. They call the identifying noun to which it relates (refers) an antecedent, a noun coming before.



The first significant change, then, in the simple sentence when it becomes an adjective clause is the use of pronouns called relative pronouns.

The second significant change is a frequent inversion of order.

The theme which I wrote yesterday did not please me.



The third change comes from the natural need to cement the adjective clause firmly to its antencedent in the basic sentence (which we shall hereafter call the principal clause). In the sentences which we have used the cementing proceeds from the relative pronoun and its position as close to the antecedent of the relative pronoun as possible.

Join these simple sentences to base sentences as adjective clauses by using relative pronouns. In doing so, note that:

Who, whose, whom refer to persons
Which refers to nonpersons
That refers to persons or nonpersons

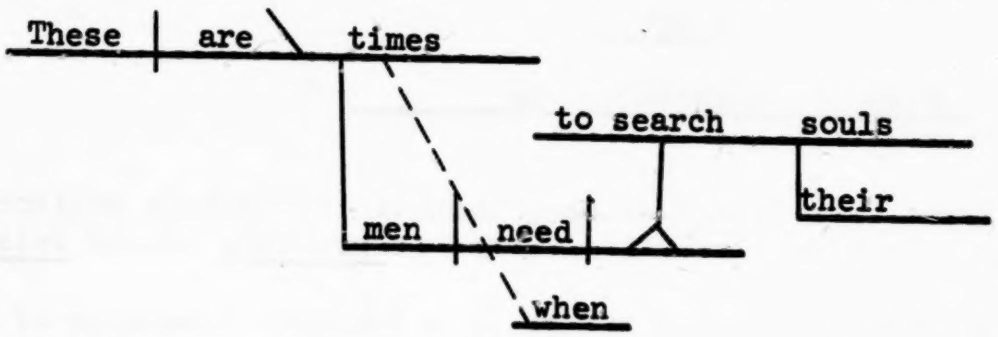
1. The asters grew behind the house. The asters are in the bowl. (which)
2. Sing me the song. You were practicing the song yesterday. (that)
3. The mayor's election was doubtful. The mayor did not criticize his opponent. (whose)
4. The scissors are rusty. She left the scissors on the lawn. (which)
5. He dies. He pays all debts. (that)
6. This is the man. I introduced you to the man. (whom)
7. For a moment the doctor hesitated. The doctor was operating. (who)
8. The singer canceled his concert. His concert had been scheduled for Saturday night. (whose)

Sometimes the word which cements the clause to the modified word in the principal clause is an adverb.

Example of an adjective clause with a relative pronoun.

These are the times that try men's souls.

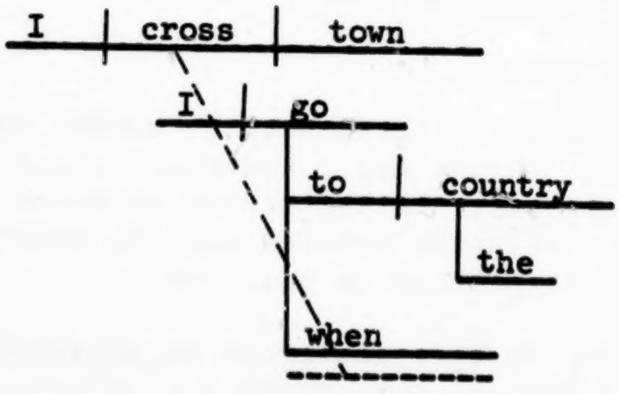
Example of an adjective clause with an adverb.



When we utter the sentence, we convey the cementing word easily by intonation; when we write, we place it as close to the modified noun as possible; when we diagram, we indicate the connection by a dotted line.

The simple sentence as an adverb clause

Let us return to a previous sentence.



The simple sentence, I go to the country, has become an adverb clause modifier. But as in the case of the simple sentence which became an adjective clause modifier, significant changes have occurred. By adding the cementing adverb when, we destroyed the wholeness, the entity of the simple sentence. By making it more than a sentence (I go to the country--when), we made it less than a whole sentence. Amusing, isn't it? We restore wholeness by thinking of the clause as contributing to the wholeness of the base sentence (the principal clause) as an adverb modifier like often, by bus, to go to the country; that is, I cross when I go. Nothing really difficult about that, is there?

Adverb modifiers, then, may be adverbs, adverb prepositional phrases, adverb infinitives, or adverb clauses.

Back to inductive teaching.

Sentence structure has now become complicated, hasn't it? Problems which are complex we call . . . .? Complex problems. Good! When a modifying clause, adjective or adverb, occurs in an English sentence, it complicates our problems of understanding and communicating. Let us call the sentences which contain them . . . .? Complex sentences. Good!

In our sentence used as an example of an adverb clause, I cross town when I go to the country, when is a connecting word. What other words may we use?

Keep one of the following sentences in each pair as a base sentence, or principal clause. Make a complex sentence by joining the other to it by a cementing word. Use as many different connecting words as possible.

1. She came to school. She made two telephone calls.
2. I missed much of the fun. I had forgotten my aqua lung.
3. She was pretty and intelligent. She was not popular with either boys or girls.

(If the student uses a co-ordinator, take time out to distinguish between compound and complex sentences.)

4. She was plain but unselfish, good humored, and vivacious. She was popular with both boys and girls.
5. I can go to the movies again. I must bring my grades back to standard.
6. I cannot go to the movies again. I must bring my grades back to normal.
7. I had not seen Jack and Tom. We wore knee pants.
8. Night descended. The snow fell faster and thicker.
9. 'Twas merry. You wagered on your angling.
10. You these unlucky deeds relate. Speak of me as I am.
11. We waited. The bell rang.
12. It rained torrentially. The game continued.
13. I cannot go to college. I earn the money.
14. We shopped. Irma and May went to a movie.
15. You will not win. You expend greater effort.

Step Two: Teaching the noun clause as an integral part of the basic sentence (principal clause)

Let us go back to the verb used as a noun (gerund, infinitive). Frame sentences using a gerund as subject; direct object; predicate noun; object of a preposition. (Students respond orally, or write at the board. As the teacher chooses sentences which best suit his purpose, secretaries record at the board.) Examples:

1. Collecting shells gave Dora a new interest.
2. I enjoy swimming in salt water.
3. My best loved childhood sport was climbing the gnarled old trees in the apple orchard.
4. The traveler spoke about following Marco Polo's trail.

Good. Now frame sentences using infinitive subjects, objects, predicate nouns. Examples:

1. To use definite names helps the reader.

2. Miss Eagle instructed us to use definite names. I want to go to college.
3. My present ambition is to go to medical school.

Now let a simple sentence join these noun structures (gerund and infinitive) as an integral part of the basic sentence. When we do so, we shall have a noun clause. Let us go about it in this way.

Something is a mystery.

Substitute for something a clause. Begin with why. Think about the behavior of dogs before they settle down to sleep.

Why dogs turn around twice before they settle down to sleep|is a mystery.

Begin with where.

Where Mark hid the coin|is a mystery.

Begin with when.

When man first appeared upon earth|is a mystery.

Make the clause a direct object.

1. Jim said that . . . .
2. I wonder who . . . .
3. I could not hear what . . . .
4. Dad asked me why . . . .
5. Leon discovered where . . . .
6. I wonder which . . . .
7. Dr. Jones announced that . . . .
8. Mother asked me whether . . . .
9. Jim asked me if . . . .

Make the clause a predicate noun.

1. Our chief difficulty was that . . . .
2. The belief of the inhabitants of the island concerning volcanoes was that . . . .

Make the clause the object of a preposition.

He gave his photograph to whoever . . . .

Make the clause an indirect object.

1. Give whoever . . . . your extra tickets.
2. Tell whichever twin . . . . to report to Miss Swan.

In the preceding sentences, designate the cementing words. Identify them.

1. Why, where, when (adverbs)

2. Who, what, which, whoever, whichever (pronouns)
3. Whether, if, that (subordinators)

What office in the clause does each fill?

Demonstrate the office as both cementing and introductory (signaling).

In our first approach to the complex sentence, we have treated clauses (adjective, adverb, and noun) as either modifying elements (adjective and adverb) or as basic parts (noun) without introducing the concept of the subordination of the ideas contained in the modifying or base clauses. Let us turn now to a second approach through the concept of subordination.

Approach Two: The concept of subordination

Aims

1. To develop an understanding of subordination
2. To give pupils experience in communicating the appropriate relationship between the contributing idea or ideas and the base idea in a complex sentence

Step One: The use of a group of words which contains a subject and a predicate to identify a noun or a pronoun

Have the class (or the class secretary) write full sentences in answer to questions such as these:

1. a. What book did you obtain from the library?
   b. What does it deal with? (Start this sentence with It.)
2. a. On which street do you live?
   b. In which section of Pittsburgh is it located? (Start this sentence with the name of the street.)
3. a. Many pupils are taking which curriculum in high school?
   b. What are these pupils planning to do upon graduation?

Pupil examples should go something like this and should be related:

1. a. I obtained (*The Talking Wire*) from the library.
   b. It deals with (the invention of the telephone.)
2. a. I live on (Braddock Avenue.)
   b. (Braddock Avenue) is in the eastern section of Pittsburgh.
3. a. Many pupils are taking the (general) curriculum in high school.
   b. They are planning to (go to work) upon graduation.

Ask the pupils: Can you see a relationship between the two sentences? Can you think of a way to join them? Some pupils may come up with:

I obtained *The Talking Wire* from the library, and it deals with the invention of the telephone.

Point out that the ideas show an equality of importance.

Ask if anyone can think of another way. Encourage pupils to keep trying. Look for skillful use of the adjective clause in the sentences contributed by the pupils, and draw from a brighter youngster an explanation of the change he made.

How did you figure out that particular change?
Why did you change the wording in that way?
What is this "changed" sentence (the adjective clause) doing as a part of the larger sentence?

Points to bring out during the questioning:

1. A close relation exists between the two sentences.
    a. One sentence explains or modifies (helps to identify) a noun or a pronoun in the other sentence. We call it an adjective clause.
    b. The identifying clause supports the base idea in that it contributes meaning. It is subordinate to the basic idea.
2. The revised sentence says more in fewer words.
3. The revised sentence even sounds better, more mature.

Add timely examples to reinforce skill in subordination and to point up pitfalls:

1. Jerry Thompson was voted the team's most valuable player. He has been averaging twenty-two points per game.
2. Nora reached for the towel. It was hanging on a nail above the bench.
3. Hank was one of those self-appointed critics. Such people take great pleasure in pointing out everybody else's faults.

If your class is able to grasp more encompassing ideas, try an example like this:

> Years ago Mike Daly used to impress our old gang with his motorcycle tricks. Now Mike is terrorizing the neighborhood with an old racing car. He bought the car from a junk dealer.

The following revision may be offered:

> Years ago Mike Daly, who used to impress our old gang with his motorcycle tricks, is now terrorizing the neighborhood with an old racing car, which he bought from a junk dealer.

Does the revision of the Mike Daly sentence result in a sensible total concept? Why not? (The pupil neglected the time elements indicated in years ago and now. Tell pupils to try again: Mike Daly, who years ago . . . .)

It is important to point out that the student must retain the basic total concept of the sentence. The ability desired is not skill in joining sentences merely to join them. What must result from the joining process is a complete sensible idea composed of a base idea and one or more contributing ideas. Summarize: We have established two facts:

1. We think of things, events, and ideas in relation to each other.
2. The more mature the thinker, the more closely related are his thoughts likely to be.

The sentences which result from complex thinking are also complex; that is, made up of base ideas and contributing ideas. It is the student's first responsibility in thinking, reading, speaking, and writing to recognize basic ideas and subordinate ideas and to keep the relationship between them clear in his own mind. In speaking and writing he must make the relationship clear also to the listener or the reader.

Step Two: Adverb relationships

Ask questions such as these: (Secretaries record answers)

1. What must you do before you go to bed?

2. a. Why was Willie sent to the office?
   b. Why is Marlene going to summer school?

3. Under what circumstances will you go to college?
4. Is your brother older or younger than you? (Caution class: ...than I.)
5. Where may Jerry sit? (Try again. Use wherever.)
6. How confused was Harry? (Work for...so confused that...)

Now can we identify the relationship indicated in these sentences?

1. Time
2. Clause
3. Condition
4. Comparison
5. Place
6. Degree of intensity

For sentences suitable for practice in revision see *Guide to Modern English, Grade 9,*[1] page 297, and *The New Building Better English, Grade 9,*[2] page 400, paragraphs A and C. Emphasize the sensible choice of the idea to be subordinated. Summarize:

1. Ideas are related frequently.
2. The contributing idea is subordinate to the base idea.
3. A more mature sentence results.

Provide additional exercise in proper subordination as needed:

1. Textbooks, student themes, your own sentences

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[1] Richard K. Corbin, Marguerite Blough, Howard Vander Beek, *Guide to Modern English, Grade 9.* Chicago, Scott, Foresman and Company, 1960

[2] Mellie John, Paulene M. Yates, Edward N. DeLaney, *The New Building Better English, Grade 9.* White Plains, Row, Peterson and Company, 1955

2. Present from student themes boners which result from infelicitous placing of clauses. Let the group revise.
3. Invite students to watch for similar boners in their own writing and share them with the class for fun and improvement in clarity and force.

Step Three: Clauses which function as nouns

Help pupils understand that removing a noun clause destroys the completeness of a sentence.

1. An adjective or an adverb clause, because it contains only a contributing idea, may be omitted from the sentence without changing the basic meaning of the sentence.
2. Have secretary place on board:

We polished the coin which Jack found under the culvert.
After we had polished the coin, we took it to the jeweler.

Ask:

What kind of sentence? (Same process for each sentence)

What kind of clause? Which is the base clause? Contributing clause?

Is the contributing clause adjective or adverb?

Prove that __________ is the base clause, that _________ is the contributing clause.

3. There is a kind of contributing clause, however, the omission of which will destroy the meaning of the basic sentence. We have seen that we often use whole groups of words (contributing clauses) that act like adjectives or like adverbs. It is also possible to have clauses do the job of nouns.

Ask questions similar to these: (Secretary writes answers)

How high can Larry jump? Do you believe him?
What do you believe?
How high did Larry say he could jump?

Pupils will offer answers such as these:

Larry can jump five feet high. I believe Larry. (This merely establishes a topic for developing sentences with noun clauses.)

I believe that Larry can jump five feet high.

Lead pupils to see that the whole group of words is a direct object. Then help the pupils to see that the words of the clause express an idea which in turn contributes to the meaning of the larger idea expressed by the whole sentence.

Larry said that he could jump five feet high.

This sentence illustrates the same concept.

At this point the teacher should angle for different positions of the noun clause in order to demonstrate their use as subject, predicate nominative, object of the preposition, and oppositive. The following approach may be helpful:

1. Turn the sentence around to place what you believe at the beginning.
2. Write again, but begin with "My belief is . . . ."
3. Begin with "The fact that . . . ."
4. Give me a sentence with the noun clause used as an object of the preposition. I'll start the sentence for you:

   "The newspaper wrote an article about . . . ."

Give pupils an opportunity to see how noun clauses can be used to combine closely related sentences.

1. a. The Colorado River flows into the Gulf of California.
   b. I had never realized this.
2. a. Not a single person entered the house all day.
   b. This fact puzzled Captain Ross.
3. a. A frame house requires frequent painting.
   b. That's my main reason for buying a brick home.

Work for revisions similar to these:

1. I had never realized that the Colorado River flows into the Gulf of California.
2. The fact that not a single person entered the house all day puzzled Captain Ross.
3. My main reason for buying a brick home is that a frame home requires frequent painting.

Additional exercise with noun clauses will probably not be necessary; however, themes may be culled for sentences that should be revised. Subordinate clauses afford pupils one technique for combining closely related ideas into one sentence. By means of subordination a contributing idea is combined with or expressed within the basic idea. This, however, is only one of many ways to combine ideas. The pupil must determine which particular way is best for his purposes. The more he knows about subordination, the better are his chances of expressing thoughts in clear, forceful, and interesting sentences.

INTRODUCTION TO GRADE EIGHT

In grade eight, to the language structures with which we worked in grade seven, we have added the indirect object and the object complement with the transitive verb. We have emphasized the attack upon verbals and upon the compound sentence.

Because language is a constant accompaniment to our living in association with other people, its patterns of communication and response are of necessity repetitious. Students weary of reiteration. Teachers should strive sedulously to make fresh approaches, to utilize every means to avoid monotony. In grade seven, the manner of the presentation of sentence patterns colored the repetition of the grade school learning. In grade eight we need to review, but we have at our command filmstrips, presentations by means of the overhead projector, etc. Presentation of review materials by student committees makes for newness of approach. The chief factor in keeping the study of language provocative is, of course, the new series of themes. Under enthusiastic teachers, thought, paragraph structure, semantics, and mechanics move along together. Textbook material is markedly repetitive, but the wise instructor, by pointing out the inevitable character of the repetition and by indicating the illumination which comes with maturity, may win his students to accept the disciplines of progressive learning and challenge them to ingenious variations of the patterns.

INTRODUCTION TO GRADE NINE

In grade nine the language spiral curls around the complex sentence with its intricate mechanism and its limitless possibilities for the creation and the expression of matured thinking. We have indicated two approaches: one through the regular instrumentation of sentence patterning and one through the concept of subordination.

Since we hope to confine the necessity to teach grammar to the junior high school, we hope that the ninth year will witness the culmination of all the grammatical, linguistic skills which the student will need throughout senior high school. In general, a correspondence occurs between the student's degree of mastery of language skills and his ability to compose and read. Teachers of English may recommend to administrative officials the allocation of students who need more work in grammar and usage to remedial tenth grade classes. Grouped homogeneously and taught sympathetically, they will make better progress than they might have in the average classes. Their absence from normally paced classes will facilitate the learning of more able or more ambitious students. If such homogeneity is impossible, then the needy group must be given remedial instruction as part of the regular procedures. The more nearly individual such instruction the better. Most students respond in private conferences. We have made some suggestions for the management of class time to serve the needs of such students in the introduction to grade 10. We further recommend that the English departments of the several schools inaugurate laboratory classes for remedial instruction. Activity periods usually offer time, and the teachers can work out a schedule of rotation and relief. Some schools maintain regular tutorial service. However, no device can competently substitute for the friendly remedial instruction of the regular teacher who knows the student's learning habits and the specific learning area in which he needs help.

INTONATION AS A GUIDE TO PUNCTUATION

Intention: To teach inductively punctuation as a tool of composition by applying the principles of intonation.

Step One

Discuss the value of punctuation. Why do we punctuate? Lead students to see that we use punctuation to help the reader understand what we have written. Writing, like speech, is broken into logical divisions. In speech, these divisions are indicated by pauses. In writing, we indicate the pauses by punctuation marks.

Note the following examples:

Did you wash, Charlie?
Did you wash Charlie?

Point out that in speech there is no confusion because of the manner in which you would speak. In writing, however, confusion could occur, unless we indicate the pause in some way.

Give other similar examples:

Who has beautiful feathers?
"My parakeet," said Carl, "has beautiful feathers."
My parakeet said, "Carl has beautiful feathers."

Before eating, Mary and Jane take a pill.
Before eating Mary and Jane, take a pill.

When you are ready to shoot, Tom, release the first clay pigeon.
When you are ready to shoot Tom, release the first clay pigeon.

Can you hear the village clock striking, Mabel?
Can you hear the village clock striking Mabel?

Step Two

With students at the blackboard, dictate the same sentence three times with different intonation, to indicate statement, question, exclamation, and direct address.

Examples

Jean set the table.
Jean set the table?
Jean, set the table!
Jean, set the table.

You are the winner.
You are the winner?
You are the winner!

Ask the students to write sentences with correct punctuation. Lead them to see that intonation determines correct punctuation.

Step Three

Have students write answers to the following questions on the blackboard. Use complete sentences. Answers should illustrate these punctuation rules:

Use of comma after yes and no
Use of comma between city and state
Use of comma between date and year
Use of comma in series
Use of comma in direct quotation

1. Have you eaten dinner yet?
2. Do you study mathematics?
3. Do you enjoy sports?
4. Where do you live? Name street and number, city, and state.
5. When where you born? Give month, date, and year.
6. What three cities would you like to visit this summer?
7. What five Christmas gifts (birthday gifts) would you like to receive?
8. What three activities do you perform in the gymnasium?
9. If you had the necessary money, what four items would you buy at Kaufmann's?
10. What did Mr. Hansen say at the assembly? (Vary tags in answers to this question.)

Class, let's make a set of rules to cover all the uses of the comma which we see on the board. (Have class secretaries list rules as class members name and discuss them.)

Step Four

Dictate sentences to illustrate the punctuation of appositives, nouns in direct address, and restrictive and nonrestrictive clauses.

Class, there are other occasions when the way we say a sentence helps us to punctuate it. Listen carefully to the way I read, and insert commas at the points where I pause. (Send as many students to the blackboard as possible. Students at places write on pad F paper) Dictate the following sentences:

1. Isn't there some mistake, Bob?
2. Mr. Bowen, the principal, offered us the use of his office.
3. John McKay, who is our postman, is a former aviator.
4. Dr. James, our family doctor, gave Billy cod liver oil.
5. Any girl who has red hair can win the contest.
6. My sister Jane, who has red hair, has a good chance to win.
7. Please, sir, may I pass?
8. Any fellow that Mary dates must be sophisticated.
9. Rudolph, who is a sophisticated college senior, is dating Mary tonight.

10. Winston tastes good, as a cigarette should.
11. George attends Schenley, a local high school.
12. Ladies and gentlemen, please keep your seats.
13. The man who starred in "Spartacus" was Kirk Douglas.
14. Kirk Douglas, who starred in "Spartacus," appears at the Civic Arena tonight.
15. Come here, Rex, and do your tricks.

Lead students to identify nouns in direct address, appositives, restrictive clauses, and nonrestrictive clauses. Have them formulate rules of punctuation as they did in Step Three. Emphasize again the importance of using punctuation in accordance with intonation (writing the way we speak).

Step Five

Distribute an unpunctuated exercise previously prepared from sentences taken from student themes. Have the class insert necessary punctuation.

Or, distribute a teacher-constructed exercise for students to punctuate. Go over papers in class, reading aloud to emphasize importance of intonation.

Evaluation

Write a theme using appositives, nonrestrictive and restrictive clauses, dialogue, nouns in direct address, and other illustrations of correct punctuation.

Supplementary activities

The teacher should consult his English textbook for further exercises to be used for practice homework, etc.

INTRODUCTION TO GRADE TEN

We move into grade ten with the assumption that throughout grades three to nine our students have been sufficiently trained in the mechanics and application of grammatical structures to embark now upon a program which emphasizes the rhetorical aspects of writing. But we do not move blindly. First, let us test the assumption. We recommend a rapid but thorough review of the structures taught in grades seven to nine followed by a diagnostic test which will designate for us the students who are ready to move into the grade ten program and those who are not. We suggest that the review take the form indicated by the following exercise. The purpose is solely to help the student draw from the periphery of his mind the concepts and applications which he has mastered and bring them into clear focus; in other words, give him before we test him a "mind-set"-- reminders to set his grammatical machinery in motion. We suggest that the teacher present dittoed copies of the exercise, each child to work with his own sheet. No "doubling up." In an oral session members of the class identify the structures presented in the order given. Teachers should strive to elicit contributions from all the class members. If the exercise degenerates into participation by a small group of eager retentive beavers or into a duet between the teacher and one student, the purpose is defeated. The more peppy the responses the more effective the mind-set.

The Exercise

Directions: Designate for each item listed its sentence pattern. On call identify subject, kind of verb and completing word, and modifiers. (Identify noun and verb clusters and their pattern parts.)

1. Flying time. The flight of time. Time flight.
2. Time flies. We shall not go. The jet stream has disappeared.
3. I shall return often. The enemy finally retreated. Jill skipped away. Suddenly the lightning flashed.
4. Dean Rusk became Secretary of State. Jim Dale was counselor. Father will be judge and jury.
5. The embers glowed red. The sun shines bright. Willie Mays is speedy.
6. Laziness is a fine art. The day seems extraordinarily warm. I am weary.
7. Governor Earl Warren became Chief Justice of the Supreme Court. David McDonald became chairman of the board.
8. Dick Groat caught the long fly ball. Roger Maris signed a contract. The chairman introduced her.

9. John made me a bookmark. Father taught me Greek.

10. We elected James secretary. We painted the barn red.

11. The Block House was made of native timber. Jane is considered intelligent.

12. Ross and I walked together. Aunt Sue promised June her flat silver and her tea service. R. L. Stevenson wrote *Treasure Island* in six months and polished it for nine years. Sketch the tree and fence corner.

13. Andrew Jackson was able but somewhat uncultured.

14. The king has died very quietly in his sleep.

15. By noon the garden was hot and smelled pungent and excessively sweet.

16. Brown and lean, tired and hungry, the campers returned, relaxed and satisfied with their experiences. The competitors dropped their rackets, uncertain of the score.

17. Morris made me bookends from the wood of my favorite cherry tree. Alan and I declared ourselves blood brothers.

18. Having had no sleep in twenty-four hours, Bill dozed off in history class. We came upon a little brook winding about in sun and shadow. The chap calling the numbers owns the records.

19. Playing football in November may be a cold business. We talked about renting a vacation cottage. The inspector wanted to examine the premises.

20. To be good is not always to be happy. Our plan was to go ahead by plane and find hotel accommodations for the others.

21. It rained hard, yet the sun continued to shine. The rains descended, the floods came, the wind blew and beat upon that house, and it fell not, for it was founded upon a rock. State your objection plainly or cease from carping.

22. When the age is in, the wit is out. Because thou art virtuous, shall there be no more cakes and ale? Brutus is wise and were he not in health he would embrace the means to come by it.

23. I do not ask you to please me; I ask you to sing. When I was at home, I was in a better place. It seems to me most strange that men should fear, seeing that death, a necessary end, will come when it will come. Alice scrubbed the front porch, dusted the swing and the chairs, and started to mow the lawn but came back into the house to answer the telephone.

24. To the brave belong the fair. Such as came were welcome.

DIAGNOSTIC TEST IN SENTENCE STRUCTURE

Grade 10

I. If the numbered item is a single sentence, write YES; if it is not, write NO.

1. When the Maine blew up in Havana Harbor.
2. The time when a radio station may broadcast is determined by its license, some stations must go off the air at sundown.
3. Everyone was asking about Frank. Where he was and what he was doing.
4. As if that were all that mattered.
5. The flight of time and the revolutions of space.
6. Jack rode up on his latest toy, a motor scooter he had made secretly in the attic.
7. Mr. Stone and Mr. Levitt own and operate a sawmill and a match factory, but Mr. Levitt leaves the management of both to Mr. Stone.
8. Several lessons which Mother had taught us. To be kind to each other and to animals and to be grateful for kindnesses done to us. To be honest in all our dealings and to demand fair play in return.
9. The roaring of the animals and the pistol shots of the keepers.
10. His hair uncombed, his face unshaven, his clothing in shreds while all the time had attempted to appear a gentleman.
11. An old rug merchant was walking down the hill toward us.
12. Tony, who always had been reckless, risked his neck on Tad's homemade scooter.
13. He needed money; however he knew of no way to get it.
14. He could not untie the knot however hard he tried.
15. He could not untie the knot. However, he continued to try.
16. The man in the apartment upstairs refused to pay his rent, and the people on the first floor left the bathroom faucets open.
17. A time for all loyal members to come to the help of the party whether they agreed with the policies proposed or not.

18. She gave Mabel all her flat silver and her table linen to Bess she gave her silver service only.

19. Mr. Ellery became president and chairman of the board.

20. I'm going, are you?

II. Copy and punctuate No. 18.

III. Copy the predicate verb only.

1. Mr. Ellery became chairman of the board.

2. The river rose and the levee broke.

3. I have enjoyed my vacation.

4. Edith washed the dishes, I started to mow the lawn, and Mother went to do the shopping.

5. Examining specimens critically requires a strong magnifying glass.

6. If convenient, return no later than six o'clock.

7. Our counselor was the elder Mr. Jack.

8. The baby was christened Timothy.

9. We may elect Fred Secretary.

10. The iron does not seem hot.

11. The linch-pin had been fashioned from a willow-wand.

12. Something unexpected may have happened.

13. John made me a belt from a strip of cowhide.

14. We shall probably have no more trouble.

15. The good old king has died quietly in his sleep.

IV. Identify the verbs selected in III (above) as transitive active, transitive passive, linking, or complete. If a sentence contains more than one verb, identify them in the order in which they occur in the sentence.

V. Identify the underscored term. Write the number of the sentence and the term only. If the term is a single word, name the part of speech. If it is a group of words, name the construction.

1. Alice gazed curiously at the rabbit hole.

2. The lilies smelled *pungent* and oddly sweet.

3. He puzzled *over the idea* half the night.

4. The long term contract *which he had signed* elated him.

5. She is a person *whom one may admire*.

6. *Although* communism must be defeated, freedom of speech must be preserved.

7. We knew the intruder had gone; *yet* we moved cautiously.

8. I wanted *to go to Europe* this summer.

9. Along the edge of the meadow ran a *softly singing* brook.

10. The plane caught *its* propeller in the wires.

11. The manager sent for Tom and *him*.

12. We passed the time by *playing games* and singing songs.

13. Dr. Barbee, *swinging from the ledge*, measured with practiced eyes the depths below.

14. We chose Mary Ann *editor*.

VI. Identify the underscored word by its function, that is by its pattern part in the sentence. (Subject, object of a preposition, etc.) Write the number and the identifying term only.

1. Watch your *manners*.

2. I *have visited* Boston only once.

3. His short story became a *novel*.

4. The carpenter gave *us* tools.

5. Jill grew *hungrier* and hungrier.

6. I have *never* visited Bonn.

7. A fall primrose has a *ragged* stalk.

8. Late in the afternoon a *storm* arose.

9. The committee called for a *recount*.

10. We accorded Tom high *honor*.

11. John bought an old car *that* had no engine.

12. I should gather the beans.

13. Speak sensibly or remain silent.

14. Until the baby wakes, move softly.

15. The ladder leaned against the fence.

Key to the Diagnostic Test

I.

1. No
2. No
3. No
4. No
5. No
6. Yes
7. Yes
8. No
9. No
10. No
11. Yes
12. Yes
13. Yes
14. Yes
15. No
16. Yes
17. No
18. No
19. Yes
20. No

II. She gave Mabel all her flat silver and her table linen. To Bess she gave her silver service only.

She gave Mabel all her flat silver and her table linen; to Bess she gave her silver service only.

(Accept either.)

III.

1. became
2. rose, broke
3. have enjoyed
4. washed, started, went
5. requires
6. return
7. was
8. was christened
9. may elect
10. does seem
11. had been fashioned
12. may have happened

13. made
14. shall have
15. has died

IV.

1. linking
2. complete, complete
3. transitive active
4. transitive active, transitive active, complete
5. transitive active
6. complete
7. linking
8. transitive passive
9. transitive active
10. linking
11. transitive passive
12. complete
13. transitive active
14. transitive active
15. complete

V.

1. adverb
2. adjective
3. prepositional phrase
4. adjective clause
5. adjective clause
6. subordinate conjunction (subordinator)
7. co-ordinate conjunction (connector)
8. infinitive phrase
9. participial phrase
10. (possessive) adjective
11. pronoun
12. gerund phrase
13. participial phrase
14. noun

VI.

1. direct object
2. predicate verb
3. predicate noun
4. indirect object
5. predicate adjective
6. adverb modifying have visited
7. adjective modifying stalk
8. subject
9. object of the preposition for
10. object complement
11. subject of had; subject in the clause

12. auxiliary verb
13. co-ordinate conjunction or connector
14. subordinate conjunction or subordinator
15. preposition

Comment

The purpose of the diagnostic test is to determine the degree of mastery of sentence structure which each student can utilize in his writing of themes. The results will vary. Teachers should cull the problems common to all the students and teach them to the whole class. Problems common to groups within the class may be taught in the class period while the students who have mastered the structures prepare other work or recite under student direction. Problems encountered by single students may be taught them before or after school, during homeroom period time, etc. We should avoid the wasteful reteaching of everything to everybody, a process whereby the weak usually grow weaker and the strong no stronger. Although elementary teachers indulge the practice constantly, high school teachers sometimes hesitate to conduct several class activities simultaneously. May we make suggestions for activities for the nongrammar group while the teacher instructs the grammar group.

1. Let them prepare problems concerned with the current literature lesson. When the two groups are brought together, the grammar group may participate as listeners, questioners, commentators. They should have had opportunity to read the literature assignment between the period of instruction in grammar and the whole-group recitation of literature.

2. Let them read the currently assigned supplementary books.

3. Let them do library research.

4. Let them work out for the whole group assignments in vocabulary for the current theme.

5. Under competent student leaders, let them discuss books, literature assignments, plays, WQED programs; give assigned talks, debates, panel discussions, etc.

6. Let individual students prepare illustrative materials, write for supplementary materials, prepare blackboard activities, etc.

7. Utilize the materials in *Practical English* (A Scholastic Magazine) and other accustomed magazines.

If young teachers begin their careers by considering the classroom a laboratory of groups of workers engaged in various divisions of a major activity, they may avoid the stultifying classroom situation in which the teacher engages the whole group every time she teachers. To provide for individual differences requires meticulous planning and alert class management, but it makes for increased fascination for the teacher and steady progress for the students.

AN EXERCISE IN AVOIDING AMBIGUITY

Grade 10

Dangling Modifiers

Some of the following sentences are ambiguous and some are not. Can you tell in which ones ambiguity occurs because of the faulty reference of pronouns?

1. There was a dog with the man that looked very fierce.
2. She gave the papers to the children that she had corrected.
3. The theater that we attended was air-conditioned.
4. The bell interrupted his speech which signalled a fire drill.

All of the following sentences are ambiguous because of faulty reference of pronouns. Rewrite them in such a way as to make the meaning clear.

1. We returned the papers to the children that had received a passing grade.
2. A prankster removed the chair from the principal's office in which he usually sat.
3. We found his coat in the river which was very dirty.
4. I have the key to the trunk which has been missing.
5. The man with the child who was yelling was a Pirate fan.
6. Bill asked the coach if he could go to the party.
7. Fred's father told him to wash his car.
8. We had been warned about swimming in the river but that didn't stop us.
9. Mr. Brown told Mr. Smith that he should trim his hedge.
10. I had my theme in my locker but it was such a mess that I didn't want the principal to see it.

Some of the following sentences are ambiguous and some are not. Can you tell which ones are ambiguous because of misplaced prepositional phrases?

1. I looked at the picture Helen was painting with amazement.
2. I enjoy the scrambled eggs my mother prepares in the morning.

3. The ride to the station was tiresome.

4. We ate the fish we had caught on Friday.

5. In the car was a dog that barked constantly.

All of the following sentences are ambiguous because of misplaced prepositional phrases. Rewrite them and make the meaning clear.

1. Fido buried the bone he had found under the apple tree.

2. Bill approached the urchin with a wide grin on his face.

3. The matron reported the boys to the teachers that were noisy.

4. It is cold in the room where we hold classes in the winter.

5. The woman approached the man with four children.

Some of the following sentences are illogical and some are not. Can you tell which ones are illogical because the relationship between the introductory participle and the subject of the main clause is not shown?

1. Coming up the hill, the station can be seen at the top.

2. Having stopped regularly for food and rest, we arrived fresh and cheerful.

3. Caught firmly in the trap, the fox struggled in vain.

4. Lying on the beach for hours at a time, the vacation was thoroughly enjoyed by Tom.

5. Holding the stolen watch in his hand, the principal was compelled to suspend Jack.

All of the following sentences are illogical or ambiguous because the relationship between the introductory participle and the subject is not shown. Rewrite the sentences in a way that makes clear this relationship.

1. Dressed in her most becoming outfit, Sarah envied Jane.

2. Lying in the valley below us, we could see McConnellsburg.

3. Driving without lights or brakes, the car was steered by Frank directly to the garage.

4. Having seen it twice, the movie was familiar to all of us.

5. Exhausted by overexertion, the doctor ordered Helen to consult a specialist.

6. Studying faithfully every day, tests can be made easy.

7. Annoyed by his lack of efficiency, Bill was asked to resign the presidency.

8. Discouraged by rising costs, plans for the new library have been abandoned.

9. Climbing the last ten feet, his pack tumbled down the mountain.

10. Pleased by his excellent grades, Jim received a transistor radio from his father.

INTRODUCTION TO GRADES ELEVEN AND TWELVE

The area of instruction in language skills for grades eleven and twelve, as we see it, is language for style. We move from correctness and facility to the application to students' themes of the rhetorical devices which grow out of linguistic structures. The focus of our teaching is no longer the sentence and the paragraph but the felicitous welding of idea and expression throughout the narrative, the biography, the essay, and the critique. We recommend generous and continuous use of available handbooks which supply drill exercises in sentence manipulation for force, clarity, and total effect (emphasis, coherence, and unity); for sentence rhythm (variation of sentences according to length, natural and inverted order, meaning, and structure); for variety; for conciseness; for diction; for elimination of clichés and ambiguity.

Our students will not come to us with perfected grammatical skills. It is our responsibility at this level, as at every other, to remedy defects as we find them. Even the students in the honors and other advanced classes require persistent correction. We urge every senior teacher to assume that to his grade level belong the composition sequence for grades 7-9 and the outline of grammar which accompanies it. We suggest that his teaching approximate in subject matter and in inductive techniques the practices to which students have been accustomed. This suggestion is not intended to curtail initiative and creative effort. It merely points to the desirability of building upon known structures. We refer senior teachers to the introductions to the ninth and tenth grade units in this bulletin. For remedial groups the whole machinery for teaching the minimum essentials of traditional grammar is expertly worked out in *Enjoying English 11*[1] and *Enjoying English 12*[2] as well as in other handbooks.

We all tend to think of skill reading as belonging to primary, elementary, and junior high school grades and literature to senior high school. But in upper-grade teaching we are accustomed to the need to untangle intricate and inverted constructions (Witness the eight lines in Gray's "Elegy Written in a Country Churchyard" beginning "The applause of listening senates to command" or a thousand passages in Shakespeare); to dwell upon word meanings as denotative or connotative; to read between the lines; and to point the way to interpretation of imagery and symbolism. Frequently we phrase our assignments to concentrate the reader's mind upon purely elementary problems in reading. In the same way, we are still teachers of fundamental skills in composition and grammar with the additional responsibility to guide the student beyond the crutches of textbooks into independent thought, reading, and expression.

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[1] Don M. Wolfe and others, *Enjoying English 11*, second edition. Syracuse, L. W. Singer Company, Inc., 1955

[2] Don M. Wolfe and others, *Enjoying English 12*, second edition. Syracuse, L. W. Singer Company, Inc., 1955

INTRODUCTION TO GRADE TWELVE

Please read the introduction to grade eleven. The emphasis in grade twelve, we repeat, should be placed upon the rhetorical applications of language structures to composition. *English Composition, Grades 10-12*, suggests allocation of the several assignments; but teachers will, of course, want to assign in the order dictated by the needs of their own students as made evident by their themes. We suggest that teachers prepare dittoed copies of exercises to give practice in the following principles of rhetoric. Teachers may wish to draw upon other available sources for suggested exercises.

1. Co-ordination
2. Subordination
3. Clarity by means of correct reference of pronouns
4. Parallelism
5. Avoiding shifts from one subject to another
6. Avoiding shifts in form, voice, and tense of verbs
7. Conciseness by elimination of wordiness and by reducing clauses and phrases to single words
8. Avoidance of overwriting
9. Legitimate variety of arrangement
10. Substitution for triteness
11. Avoidance of mixed figures of speech, unidiomatic expressions, slang, and colloquialism
12. Denotative and connotative meanings of words
13. General and specific diction
14. Sentence revision

Especially do we urge that students continue to use Strunk and White's *Elements of Style.*[1]

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[1] William Strunk, with revisions by E. B. White, *Elements of Style*. New York, The Macmillan Company, 1959

THE EVAULATION OF THE TEACHING OF GRAMMAR

Although we cannot determine whether a pupil will use effectively what he learns in school, we must provide for him opportunities to learn the marks of acceptable oral and written expression. We realize that colleges, employers, and associates will judge him according to the accuracy and felicity of his language. Therefore, as teachers we must evaluate the skill with which he employs English grammar as a tool.

I. Areas of evaluation

   A. Manuscript form: Does the student observe conventional margins, indentations, placing of headings, etc., of themes; correct letter forms, etc.?

   B. Mechanics: Does the student apply current conventions in punctuation, capitalization, and spelling?

   C. Usage: Does the pupil select the word forms appropriate to the current conventions of formal and informal usage?

      1. Choice of correct word

         Examples: accept or except; affect or effect

      2. Choice among the levels of usage

      3. Grammatical agreement

         a. Subject and verb
         b. Pronoun and antecedent
         c. Adjective and noun

            Examples: this kind or these kinds; the president and general manager or the president and the general manager

      4. Case forms of pronouns

      5. Correct choice of pronouns

         Examples: himself or hisself; themselves or theirselves

      6. Number

      7. Double negatives

      8. Verb usages

         a. Form of verb
         b. Tense of verb (Include consistency)

9. Comparative degree of adjectives and adverbs

10. Choice of adjective or adverb

Example: sure or surely; I feel bad or badly.

D. Sentence structure

1. How well does a pupil distinguish

   a. Between a complete sentence and a run-on sentence
   b. Between a complete sentence and a fragment
   c. Between a forceful and a less forceful sentence
   d. Between a clear and a cluttered sentence

2. How well can a pupil improve a poorly constructed sentence or group of sentences?

II. Frequency of testing: We may test during the teaching of a grammar unit, at the conclusion of the unit, and/or at the close of the semester.

III. Origin of tests: single teacher, teacher committee, department head, supervisor, central administration

IV. Methods of testing

A. Objective group testing

We recommend that the tests which follow the several units of teaching be administered sometimes in sentence form, sometimes in paragraph form. The sentence test facilitates rapid testing, especially for the slow learner.

1. To test punctuation and capitalization:

   a. Dictate sentences each of which isolates a single mechanical skill.
   b. Dictate a paragraph which employs mechanical skills in content. Read with careful intonation.

2. To test spelling, dictate a paragraph which includes words which have been taught either in regular spelling lessons or as incidental to composition.

NOTE: We constantly aim to direct the students' practice to the larger thought unit, that is, to the paragraph or to the theme. Objective tests, by providing the same content for all students, facilitate scoring. In the formulation of the tests the teacher must pitch the degree of difficulty to the ability of the group. In heterogeneous groups the problem of fairness to the several levels of mentality remains a knotty one.

B. Subjective individual testing

Ask the students to write a short theme in the composition of which they will use naturally the skills which you are testing; for example, to test proficiency in the composition of conversation, ask them to write a short dialogue over some such pattern as follows:

> Two ________ High School boys meet in a dentist's office. They fall into conversation concerning books and magazines. Write the interchange of talk. Identify the doctor, the location of the office, and, if pertinent, the time. Use a variety of kinds of quotations and tags. Include statements, requests, and questions.

NOTE: Subjective testing demands individual evaluation. It complements the judgments at which the teacher arrives in evaluating the students' regular themes. The criteria to be employed will vary with the kind and extent of the composition units.

At the conclusion of a semester's work, the criteria for evaluating group or individual work must proceed from the specific skills attempted. At the close of grade seven, we think that students should be writing and speaking simple sentences without lapsing into fragments or run-ons; that they should have reasonable command of patterns within the simple sentence and their stylistic arrangement; and that they should have unqualified control of mechanics and usage as they apply to the simple sentence. At the close of grade eight they should have maintained their seventh grade skills; mastered the uses and punctuation of the compound sentence; strengthened their habitual usage, diction, and spelling; and made progress in securing wholeness (unity), clarity (coherence), and force (emphasis) by logical arrangement of thought in sentence, paragraphs, and themes. Each level of learning provides the factors which dictate meaningful testing and evaluation. Careful perusal by the teacher of the goals set by his own school and department as well as by the course of study, the supplement in composition, and this bulletin in grammar will solve many problems with regard to the validity of a specific test or specific criteria for evaluation.

Tests serve two purposes: first, to acquaint the teacher with the degree of success of his teaching and the student with the degree of success of his learning; and second, to illuminate for both the teacher and the students the student needs which point the direction of continued instruction and practice.

HOW MUCH EMPHASIS SHALL WE PLACE ON LINGUISTICS?

By including in this bulletin the terminology and concept of the linguist as well as those of the traditional grammarian, the committee is suggesting the importance of some knowledge of linguistics. We earnestly recommend that every English teacher become better informed about the science of language by reading some of the books listed in the appended bibliography and by enrolling in classes in linguistics. Teachers of English cannot ignore the study and research now being done in language any more than teachers of mathematics and science can ignore what is happening in their fields.

Language is our instrument of meaning and communication. It is a mirror of our culture and an aid to our survival. It was made and is being constantly modified by man to enable him to say something. It cannot be made by dictionaries or grammar textbooks. Language changes constantly: it adds new words and sheds old ones; it adapts pronunciation to usage; it elevates and degrades words; it creates words.

Linguistics takes all of the changes into account. It follows usage in regularizing conjugations and declensions, dropping inflections, and giving words and sentences new pliability. For the linguist correct English, as prescribed by traditional grammar, no longer exists. He recognizes different levels of English: educated and uneducated people speak differently; men and women use different vocabularies; older people and younger people frequently fail to understand each other. But all are speaking English as long as they are using sentences which fall into recognizable English patterns. When a foreigner says "I no like what he done to me," it is the unfamiliar sentence pattern which attracts our attention not his substitution of done for did. Any native speaker of English can identify the parts of speech as well as the phrases and clauses in a stanza of Jabberwockv:

'Twas brillig and the slithy toves
Did gyre and gimble in the wabe;
All mimsy were the borogoves,
And the mome raths outgrabe. . . .

By suffixes, by inflections, by word order, and by the use of structure words a and the, Lewis Carroll has enabled us to identify (as nouns, adjectives, and verbs) words that have no meaning. We are also habituated to the intonation of our language, the stress, pitch, and juncture by which we communicate. No girl says the following sentences in the same way:

Fred, who is tall, dark, and handsome, has asked me to the Prom.

No boy who is tall, dark, and handsome is likely to ask me to the Prom.

If we call her attention to the difference and ask her to apply her manner of saying the sentences to her manner of punctuating them, we are approaching restrictive and nonrestrictive clauses linguistically. Traditional grammar has always been primarily concerned with written language. The linguist sees written language as a means of symbolizing spoken language.

Spoken language existed long before writing; therefore the study of language includes the history of language. Any English teacher should know something about the earliest known languages, their proved similarities, their influences on each other, the apparently systematic way in which they borrowed from each other, and the contributions they have made to English. Fascinating to the student of language are the theories about the remodeling caused by error, misunderstanding, and man's addiction to such lapses as spoonerisms and other transfers of sounds.

It is a comparatively new science that we are recommending to you. It came into being in the 1930's and has been the cause of controversy ever since. Linguists disagree with other linguists concerning terminology, structural analysis, and phonology. The same linguist may change his mind between the writing of one book and another. These differences prove that the science deals with a living language; traditional grammar was really Latin grammar. However, they also make the committee reluctant to recommend that the Pittsburgh schools adopt structural linguistics to the exclusion of traditional grammar. Instead we have advised the placing of pilot classes in linguistics in certain schools. We urge teachers of all other English classes to become informed about linguistics and in so doing prepare themselves for a new way of teaching language.

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CORRESPONDENCE BETWEEN COMPOSITION SEQUENCE AND GRAMMAR OUTLINE

Grade Seven

Composition Theme	Title	Grammar
I	Letter to the teacher	Diagnosis. No grammar.
II	An account of a memorable experience	Administer pretest in punctuation (page 5[1]).
III	Description of a familiar place	Teach Parts 1 and 2 of "A Rapid Review of Sentence Pattern" (page 9). Omit the development of indirect object, object, and complement (Steps 2, 3, and 4 of Part 3, pages 12-13).
IV	Concreteness raised to the level of free verse	Administer diagnostic test in usage (page 2). Study students' papers with them to set goals for the year. Teach "Modifying Elements" (page 18).
V	An incident from family experience	Teach a unit on case forms of all pronouns except the relative. Use text.[2]
VI	Narrative recital of an incident in a book	Teach a unit on verbs (Chapters 18-20 in text). Select materials to meet needs revealed in diagnostic test.

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[1] Page numbers given thus refer to this bulletin.

[2] J. C. Tressler and others, *Junior English in Action, Book One*, seventh edition. Boston, D. C. Heath and Company, 1960.

Composition Theme	Title	Grammar
VII	Expository paragraph	Drill on sentence construction, usage, capitalization, and punctuation. Use sentences culled from student themes.
VIII	Expository paragraph	
IX	Thank-you letter	Teach "Verbals" (participles and infinitives only) (page 25) as modifying elements.
X	Reference theme based on controlled sources	Practice with punctuation as it applies to the simple sentence, using chiefly sentences and paragraphs culled from current themes. 1. Terminal marks 2. Appositives 3. Terms in series 4. Terms in direct address 5. Dates and addresses 6. Introductory and parenthetical expression Teach distinction between opinion-giving and evidence-giving adjectives.
XI	Tall tale	Teach punctuation and capitalization as needed in simple outlines.
XII	Letter concerning a book	Review the mechanics of dialogue (already taught in grades four, five, and six). 1. Capitalization 2. Punctuation 3. Use of tags 4. Paragraphing 5. Elimination of tags 6. Choice of appropriate verbs

Composition Theme	Title	Grammar
XIII	Personal letter	Use "An Exercise in Sentence Variety" (page 23).
XIV	Simple definition	
XV	Extended definition	Teach grammar unit on "The Compound Sentence" (page 31).
XVI	Explanation of a process	Teach recognition of the adjective clause as needed in the writing of a definition.
XVII	Evaluation of a TV program	
XVIII	Substantiation of opinion concerning a book	Teach students to recognize adjective and adverb clauses as tools for the interrelation of ideas: Time Condition Place Manner Cause Comparison
XIX	Personification of an inaminate object	
XX	News story	Review the appositive.
XXI	Limericks	

Grade Eight

Composition Theme	Title	Grammar
I	Letter of introduction	Administer a pretest in punctuation and capitalization similar to that used in grade seven. Administer a test in usage similar to the one used in grade seven.
II III	Personal experience	Administer a diagnostic test in grammar. Review Parts 1 and 2 of "A Rapid Review of Sentence Patterns" (See grade seven). Add the development of the indirect object and the object complement--steps 2, 3, and 4 of Part 3.
IV	Description of a scene	Review "Modifying Elements." Note: We recommend the linguists' use of the term determiner for: 1. The articles: a, an, the 2. The possessives: my, our, her, his, its, their, your 3. The demonstratives: this, that, these, those 4. The pronominal adjectives: all, any, both, either, every, few, many, more, most, much, no, neither, several, some when these words modify nouns We recommend the term intensifier for very, somewhat, rather, so, too, etc. (adverbs of degree). Stress the search for apt adjectives and adverbs. Stress the use of prepositional phrase, adjective and adverb clause, and prepositional phrase followed by an adjective clause.

Composition Theme	Title	Grammar
V VI VII	Themes based on reading	Review verbals as modifying elements. Develop noun uses of verbals (gerund and infinitive). War upon the dangling modifier, the misplaced modifier, and the long modifier between the to and the verb.
VIII IX X XI	Social letters	Review verb usage: correct forms, tenses, agreement of verb with subject. Use Chapters 19-21 in text.[1]
XII	Expository paragraph	Develop an exercise in sentence variety similar to the one used in grade seven.
XIII	Expository paragraph	Review the uses of the compound sentence. See *English Composition, Grades 7-9*, page 41.
XIV XV and XVI XVII	Narrative with dialogue Narratives with conflict and dialogue Short story	Follow instructions in *English Composition, Grades 7-9*.
XVIII XIX XX	Themes based on reading	Work on sentence recognition, revision of fragments and run-ons; awkward arrangement; ambiguity arising from indefinite reference of pronouns and from carelessly placed modifiers. The sentences used should come from student themes.

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[1] J. C. Tressler, Henry I. Christ, Marguerite B. Shelmadine, *Junior English in Action, Book Two*, seventh edition. Boston, D. C. Heath and Company, 1960

Composition Theme	Title	Grammar
XXI	Interpretation of a lyric	Concentrate the grammar work upon revision of sentences taken from student themes: 1. To secure conciseness by reduction of phrasing; by omission of unnecessary words; by good choice of diction 2. To vary sentence patterns according to meaning and structure
XXII	Précis	
XXIII	Definition of an abstract term	
XXIV	Explanation of a process	
XXV	Research based on periodicals	

Grade Nine

Composition Theme	Title	Grammar	Texts	Tracks
I	Letter of introduction to teacher			A, B, C
II	Write a short dialogue. Place those involved in some familiar setting.	Review punctuation of dialogue. Introduce punctuation of multi-paragraph dialogue.	*The New Building Better English* 9,[1] pages 153-174 *Guide to Modern English* 9,[2] pages 444-468	A, B, C
III	Watch and then write an account of a rapid series of actions	Review concept of subordination in the complex sentence. Introduction of the noun clause, the gerund, and the infinitive used as noun substitutes	*The New Building Better English* 9, pages 395-409; noun clause, pages 401-403; gerund, page 309; infinitive, pages 309-310 *Guide to Modern English* 9, pages 304-305; infinitive, page 337	A, B, C

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[1] Mellie John, Paulene M. Yates, Edward N. DeLaney, *The New Building Better English 9*. White Plains, Row, Peterson and Company, 1955

[2] Richard K. Corbin, Marguerite Blough, Howard Vander Beek, *Guide to Modern English 9*. Chicago, Scott, Foresman and Company, 1960

Composition

Theme	Title	Grammar	Texts	Tracks
IV	After reading about the experience of a character in a piece of literature, write an account of a similar experience which you have had.			A, B, C
V	Write an account of an interest which has meant much to you.	Presentation of the compound-complex sentence. Teach co-ordinators used in compound-complex sentences. 1. Contrast or exception 2. Which show cause 3. Which show repetition	*The New Building Better English 9*, pages 246-390, 246, 396, 296, 286, 380, 390 *Guide to Modern English 9*, pages 309-317, 304-305, 311-313	A, B, C
VI	Write a business letter requesting material concerning a career.			A, B
VII	Research theme on careers			A, B, C
VIII	Discuss a book emphasizing the author's purpose.			A, B
IX	Interpret a poem rich in connotation.			A, B
X	Write a connotative theme in class.			A, B

Composition Theme	Title	Grammar	Texts	Tracks
XI	Write a précis of a multiparagraph article or essay from biography, critical comment, science, history.			A, B, C
XII	Write a multiparagraph expository theme in which you develop an essay idea.			A, B
XIII	Write an essay in which you describe a familiar festival or ritual.	Review of the compound sentence as a tool. Distinguish between the punctuation of a compound sentence and a simple sentence with a compound verb.	*The New Building Better English 9*, pages 411, 286, 386 *Guide to Modern English 9*, pages 309-317, 313, 277-278	A, B, C
XIV	Write a multiparagraph theme of exposition developed largely by concrete imagery.			A, B, C
XV	Write an editorial for the school or community paper.			A, B
XVI	Write a comparison of two movies about the same general subject.			A, B

Composition Theme	Title	Grammar	Texts	Tracks
XVII XVIII XIX	Letters of apology, condolence, congratulations, gratitude, invitation	Review kinds of sentences to achieve sentence variety.	*The New Building Better English* 9, pages 154, 246 *Guide to Modern English* 9, pages 304, 310, 272	
XX	Write the second paragraph for a theme of which the teacher supplies the first paragraph.			A
XXI	Write a multiparagraph theme comparing several books.			A
XXII	Describe a character from literature in contemporary terms.			A, B
XXIII	Read a work of literature and a book or article about the author. Show how the author's life and the attitudes which grew out of it are reflected in his writing.			A
XXIV	Write a paper in which you demonstrate the functions in poetry of concrete imagery, metaphor, and simile.	Teach avoidance of dangling participles.	*The New Building Better English* 9, pages 351-352 *Guide to Modern English* 9, page 284	A, B

Composition Theme	Title	Grammar	Texts	Tracks
XXV	Write a sample of free verse in which you employ connotative detail to engender mood.			A, B
XXVI	Write a review of a novel.			A, B
XXVII	Write a narrative theme telling about an incident in which your first impressions of a person or situation proved wrong.			C
XXVIII	Write an expository theme using this topic sentence: "Charles Dickens used his pen as a crusader's sword."			A
XXIX	Write two themes based on "One Boy's Life" from *Good Times Through Literature.*[1]			A, B
XXX	Write a theme in which you discuss and illustrate use of vivid sense imagery in "One Boy's Life."			A, B
XXXI	Keep a diary for an imaginary person.			A, B, C

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[1] Robert C. Pooley and others, *Good Times Through Literature.* Chicago, Scott, Foresman and Company, 1951.

Grade Ten

Composition Theme	Title	Points in Teaching	Text	Tracks
I	A description of a familiar scene	Economy, choice, variety, placement of adjectives and adverbs, verbs, prepositions		
		Pretest after theme I		
II	A description of a scene (using details of motion, sound, color, and odor as well as sight)	Variety of sentence beginning	*The New Building Better English 10,*[1] page 412	A, B, C
		Connotation	*Your Language 4,*[2] pages 178–180	
III	"The most unforgettable character I have known" (combining narration and description)	Transition	*The New Building Better English 10*, pages 115, 116, 123	
			Your Language 4, pages 91, 92, 98, 101	
		Organization	*Your Language 4*, pages 61 ff.	
		Biography	*The New Building Better English 10*, page 214	

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[1] Mellie John, Paulene M. Yates, Edward N. DeLaney, *The New Building Better English 10*. White Plains, Row, Peterson and Company, 1955

[2] Lou LaBrant, Margaret Painter, Robert U. Jameson, *Your Language 4* (Grade 10). New York, McGraw-Hill Book Company, 1959

Composition Theme	Title	Points in Teaching	Text	Tracks
		Time out for practice in verb forms: Tense and agreement of verb with subject	*The New Building Better English 10*, pages 348-363 *Your Language 4*, pages 382-383, 403-406	
IV	An incident in which description is combined with narration to produce a mood	Use of specific and concrete detail	*Elements of Style*,[1] page 15	A, B, C
		Unity of impression	*The New Building Better English 10*, pages 204, 124 *Your Language 4*, pages 98-102	
V	An account of an incident which builds to a climax	Effective opening and conclusion	*The New Building Better English 10*, pages 113, 115, 123, 211-212 *Your Language 4*, pages 231-232	A, B
		Clichés	*Enjoying English 11*,[2] pages 260-261	
VI	A topic idea developed by description	Techniques of description	*The New Building Better English 10*, pages 51-54 *Your Language 4*, pages 101-104	A, B
		Variety of sentence structures	*The New Building Better English 10*, pages 414-416 *Your Language 4*, pages 152-158	

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[1] William Strunk, with revisions by E. B. White, *Elements of Style*. New York, The Macmillan Company, 1959

[2] Don M. Wolfe and others, *Enjoying English 11*, second edition. Syracuse, The L. W. Singer Company, Inc., 1955

Composition Theme	Title	Points in Teaching	Text	Tracks
VII	An expository paragraph developed by comparison and contrast	Use of compound sentence	*The New Building Better English 10*, pages 118, 332 *Your Language 4*, pages 448-449	A, B, C
		Unity	*The New Building Better English 10*, page 115 *Your Language 4*, pages 86-88	
		Coherence and emphasis	*The New Building Better English 10*, page 123 *Your Language 4*, pages 88, 99, 101, 167 *Elements of Style*, page 26	
VIII	An expository paragraph developed by negative details	Emphasis on affirmative statement	*Elements of Style*, pages 15-17	A
IX	A letter to the editor approving or disapproving a proposed law	Correct letter form	*The New Building Better English 10*, pages 156-160 *Your Language 4*, page 477	A, B, C
		Clarity, organization, courtesy	*Elements of Style*, pages 58-59 *Your Language 4*, page 475	
X	A letter to a TV, radio, or motion picture studio approving or disapproving a recent production	Letter form	See theme IX	A, B, C
		Choice of adjectives to convey exact meaning	*The New Building Better English 10*, pages 371-372 *Elements of Style*, page 57 (4)	

Composition Theme	Title	Points in Teaching	Text	Tracks
XI	A letter requesting an application blank	Skeleton form of business letter	*The New Building Better English 10*, pages 184-186	A, B, C
XII	A letter of application to be submitted along with filled-in blank	Mechanics	*Your Language 4*, page 479	
		Sentence structure		
		Appropriate closing		
XIII	A multiparagraph theme of a personal experience	Selecting a subject	*The New Building Better English 10*, pages 125-127 *Your Language 4*, pages 49-54	A, B
		Organization, outlining	*The New Building Better English 10*, pages 136-140 *Your Language 4*, pages 60-71	
		Transition within and between paragraphs	*The New Building Better English 10*, page 115 *Your Language 4*, pages 91-94	
XIV	A subject of local interest (Reference theme)	Selecting subject, preparing the research theme		A, B
		Securing an interview Conducting an interview Taking notes	*The New Building Better English 10*, pages 49-50, 144 *Your Language 4*, pages 6-7, 478, 491-503	
		Making a sentence outline	*The New Building Better English 10*, pages 136-140 *Your Language 4*, pages 73-76	
		Using parallel structure in outlines		

Composition Theme	Title	Points in Teaching	Text	Tracks
XIV	(continued)	Giving credit	*Your Language 4*, page 73	
		Preparing a bibliography	*The New Building Better English 10*, page 145 *Your Language 4*, page 76	
XV	A quotation fitted into its context	Clarity	See previous references Theme III Theme VI Theme X	A, B
		Organization		
		Sentence effectiveness		
		Choice of words		
		Mechanics		
XVI	Ideas which occur to the writer under the inspiration of a quotation	Individual style	*Elements of Style*, page 56 (1) and (2)	A
		Enrichment of diction	*Elements of Style*, pages 57 (4), 58 (6), 59 (7, 8, 9)	
		Organization of paragraph and theme		
		Polished sentences		
XVII	The most outstanding characteristic of an important character in a book	Transition	See previous references	A, B, C
		Sentence variety	*The New Building Better English 10*, pages 411-415 *Your Language 4*, page 450 (exercise) *Elements of Style*, page 19 (14)	

Composition Theme	Title	Points in Teaching	Text	Tracks
XVII	(continued)	Clincher sentence		
		Manuscript mechanics	See previous references Theme V	
		Spelling		
XVIII	The result of changing one important action or decision of an important character in a book	Sentence variety	See theme XVII	A, B
		Unity	*The New Building Better English 10*, pages 115-116	
		Importance of introduction and conclusion	*Your Language 4*, pages 86-87, 231-233	
XIX	An interpretation or extension of the meaning of a richly connotative lyric	Selection of adjectives	*The New Building Better English 10*, pages 371-372 *Your Language 4*, pages 247-256	
		Redundancy		
		Idea and imagery	*The New Building Better English 10*, pages 218-220	
XX	The faults or lack of faults of an appealing character of a book (The virtues of the villain)	Review of simple, complex, and compound sentences	See theme VI	
		Variety of sentence type	See theme XVII	

Composition Theme	Title	Points in Teaching	Text	Tracks
XXI	Devices by which a poet conveys mood	Connotation	*How Does a Poem Mean?*[1]	A
		Rhyme	pages 679-683	
		Meter	pages 762-776, 864-868	
		Tone	pages 811-818	
		Metaphor	pages 846-850	
		Vowel and consonant sounds	*Sound and Sense*[2] *Understanding Poetry*[3]	
XXII	A cinquain	Creation of mood in a verse form	*The New Building Better English 10*, page 223	A, B
XXIII	Effect that changing the setting of a book would have on other elements (One paragraph. May be book review)	Varying sentence openings	See theme II	A
		Ambiguous reference of pronouns	*The New Building Better English 10*, pages 361-362 *Your Language 4*, pages 371-372	
XXIV	A decision concerning the location of the climax of a play and reasons for thinking so	Diagram of rising and falling action.	See previous themes	
		Paragraph development		

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[1] John Ciardi, *How Does a Poem Mean?* Boston, Houghton Mifflin Company, 1960

[2] Laurence Perrine, *Sound and Sense:* An Introduction to Poetry. New York, Harcourt, Brace and World, Inc., 1956

[3] Cleanth Brooks and Robert P. Warren, *Understanding Poetry*, 3rd edition. New York, Holt, Rinehart and Winston, Inc., 1960

Composition Theme	Title	Points in Teaching	Text	Tracks
XXIV	(continued)	Sentence structure		
XXV	A parody of a piece of literature recently read (Poetry)	Metrical patterns	*Adventures in Appreciation,*[1] page 225 *The New Building Better English 10*, pages 218-219	A, B
XXVI	Explanation of how relationship of characters, setting, and action affect a selected short story	Expository pattern		A, B
		A topic sentence in general terms		
		Need for specific details to prove a point		
		Punctuation, transition, conclusion	See previous themes	
XXVII	An explanation of what imagery is, how it is used in a particular poem, and what mood is created	Metaphor		A
		Simile	See theme XXI	
		Analysis of poetry		
		The poet's command of language		
		Vivid phrasing		
		Unity of thought		

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[1] Luella B. Cook, Walter Loban, and Susanna Baxter, *Adventures in Appreciation*, Mercury edition. New York, Harcourt, Brace and Company, 1952

Composition Theme	Title	Points in Teaching	Text	Tracks
XXVIII	A personal experience made memorable by a humorous twist, a beautiful or ugly setting, a lesson learned	Vividness	See theme IV	A, B, C
XXIX	Using a character from *Julius Caesar* and one from *Elizabeth the Queen* to show why the first is a political struggle and the second a personal struggle	Character analysis		A
		Comparison and contrast	See theme VII	
		Correct punctuation and capitalization as it affects play titles and characters	*The New Building Better English 10*, pages 215-217	

Grade Eleven

Composition Theme	Title	Points in Teaching	Text	Tracks
I	Keep a daily journal.	Develop free expression		A, B, C
II	A description of a group activity	Substitute concrete details rather than general	*Enjoying English 11*,[1] pages 169-170 *Elements of Style*, page 15 (12)	A, B, C
		Use of active rather than passive voice	*Elements of Style*, page 13 (10) *Living Language 11*,[2] pages 352-354 *Elements of Style*, page 17 (18)	
III	Translate a picture into words.	Coherence through orderly arrangement of details		A, B, C
		Construction of a concise and interesting topic sentence	*Enjoying English 11*, pages 16-17, 26-27, 37-38	
IV	Write a précis of a magazine article or a chapter from a supplementary text.	To develop the ability to condense meaning into a brief statement	*Enjoying English 11*, pages 147-157	A, B, C
V	Write a credo theme.	Discuss possible areas of belief.	*Enjoying English 11*, pages 47-52	A, B

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[1] Don M. Wolfe and others, *Enjoying English 11*, second edition. Syracuse, The L. W. Singer Company, Inc., 1955

[2] Joseph C. Blumenthal, Robert Frank, and Louis Zahner, *Your Language*. New York, Harcourt, Brace and Company, 1953

Composition Theme	Title	Points in Teaching	Text	Tracks
V	(continued)	Jot down ideas; rearrange in logical order.	*Enjoying English 11*, pages 52-60	
		Practice reducing wordy statements to concise phrasing.	*Elements of Style*, pages 17-19	
		Substitute fresh, forceful phrase for the cliché.	*Enjoying English 11*, pages 119-120, 261	
		Agreement of verb with subject	*Enjoying English 11*, pages 324-333	
VI	Write a biographical sketch tracing the development of a particular character or personality trait	Organization of details with the paragraph	*Enjoying English 11*, pages 36-38, 231-232	A, B, C
		Organization of material into a logical outline	*Enjoying English 11*, pages 73, 115-117	
		Stress unity and revision.	*Enjoying English 11*, pages 73, 118-120	
		Teach nominative absolute.	*Elements of Style*, page 58 *Enjoying English 11*, pages 25-26	
VII	Write an extended definition of an abstract term.	Understanding the nature and the means of definition	*Enjoying English 11*, pages 176-178	A, B, C
		Concreteness	*Elements of Style*, pages 15, 16, 17	

Composition Theme	Title	Points of Teaching	Text	Tracks
VIII	Write a multiparagraph theme on the topic "I Am Afraid."	Orderly arrangement of ideas	*Elements of Style*, pages 10-14	A, B, C
		Concreteness	*Enjoying English 11*, pages 174-175	
		Use of simile and metaphor	*Enjoying English 11*, pages 174, 228-229	
IX X XI XII	Write a short story based on some conflect you have experienced or observed.	The qualities of an effective beginning	*A Rhetoric Case Book*,[1] pages 678-684	A, B
		The technique of telescoping time		
		Building a scene		
XIII	Write a multiparagraph theme on one phase of the topic "Our Community Moves Ahead."	Limit a broad subject	*Enjoying English 11*, page 70	A, B, C
		Location of material	*Enjoying English 11*, page 71	
		Note taking	*Enjoying English 11*, page 72	
		Outlining--Parallel structure in topic outline	*Enjoying English 11*, pages 73, 115-117	
		Paragraph development	*Enjoying English 11*, pages 228-232	
		Clarity and variety in sentence structure	*Enjoying English 11*, pages 119, 120, 128-129	

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[1] Francis Connolly, *A Rhetoric Case Book*. New York, Harcourt, Brace and Company, 1953

Composition Theme	Title	Points of Teaching	Text	Tracks
XIII	(continued)		*Elements of Style*, pages 14-15	
		Parallelism in sentence structure	*Enjoying English 11*, page 303	
XIV	Find an editorial, news story, or magazine article you think is an example of slanted writing. Analyze use of loaded words and other devices of emotional persuasion.	Encourage thought by reading or referring to other sources.	*Language in Thought and Action*,[1] pages 47-53, 84-154 *The Art of Communicating*,[2] Grade 12, Chapter 5, pages 106-112 *Enjoying English 11*, page 176	A, B, C
XV	Write an informal essay presenting your personal opinion concerning a controversial subject	Methods of transition		A, B, C
		Expository development by comparison and contrast	*Enjoying English 11*, pages 228-232	
		Avoidance of empty clichés and trite arguments	*Enjoying English 11*, pages 119-120	
		Support of all generalizations with specific detail	*Enjoying English 11*, page 175	

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[1] S. I. Hayakawa, *Language in Thought and Action*. New York, Harcourt, Brace and Company, 1949.

[2] Thomas C. Pollock and others, *The Art of Communicating*, Grade 12. New York, The Macmillan Company, 1955

Composition Theme	Title	Points in Teaching	Text	Tracks
XVI	Write an investigative theme on a subject of particular interest to you, using different types of sources.	Review form for note cards	*Enjoying English 11*, pages 72; 408-410	A, B
		Topic or sentence outline		
		Footnotes	*Enjoying English 11*, pages 74-78	
		Bibliography	*Enjoying English 11*, pages 405-412	
XVII	Write a letter or autobiographical sketch for use as part of a college entrance application.	Selection of material	*Elements of Style*, page 10 (8)	A, B
		Originality, forcefulness, and vividness of expression	*Enjoying English 11*, pages 103-118 *Elements of Style*, page 56 (2)	
XVIII	Go alone to a public building which is dedicated to one of the arts. Sit still until a train of thought defines itself in your mind. Focus the significant idea. Reproduce and develop this idea in a satisfying paragraph of exposition.	Maintenance of appropriate tone	*A Rhetoric Case Book*, pages 704-710	A
XIX	Write a single paragraph narrating a personal experience	Choice of appropriate and effective diction	*Elements of Style*, pages 63-65	A, B

Composition Theme	Title	Points in Teaching	Text	Tracks
XIX	(continued) which a quotation suggests to you.	Development of individual style	*Elements of Style*, pages 58 (6), 59 (7) (9), 67-71	A, B
XX	Evaluate a book you have read following the pattern and style of a professionally written review.	Review of transitional devices		A, B
XXI	Write an interpretation of a lyric poem, including a discussion of the poetic devices which the writer uses.	Symbolism	*A Rhetoric Case Book*, pages 676-677	A, B
XXII	Discuss the qualities which distinguish true poetry from poorly written verse.	Imaginative power of the diction		A, B
XXIII	Choose one topic	Forward movement through lively, exact verbs	*Elements of Style*, pages 13, 57 (4)	A, B, C
		Language natural to the incident	*Elements of Style*, page 11(9)	
XXIV	In "Flight" Steinbeck uses specific details of the landscape as symbols. Show which details are symbolic	Emphasizing the need for varied sentence openers, varied constructions, and sentence rhythms	*Enjoying English 11*, page 129 *Elements of Style*, pages 19-20	A, B

Composition Theme	Title	Points in Teaching	Text	Tracks
XXIV	(continued) and how this device enriches the story.			
XXV	Compare the treatment of the Faust theme in "The Devil and Daniel Webster" and "The Devil and Tom Walker"	To give practice in exposition developed by contrast and comparison	*Enjoying English 11*, pages 228-232	A
		Mechanics 1. Capitalization 2. Punctuation of titles within a paragraph	*Enjoying English 11*, pages 197-200	
XXVI	Write in regular or free verse a character sketch similar in style to those of Edwin Robinson or Edgar Lee Masters.	Warning against clichés	*Enjoying English 11*, page 261	A, B
XXVII	Choose one assignment	Teaching drama does more than report	*Language in Thought and Action*, page 28	A, B
		Teaching form of dramatic dialogue	*Enjoying English 12*,[1] page 350	
XXVIII	Describe a family group around a television set in Whittier's style as found in "Snow-Bound."	Check parallelism	*Enjoying English 11*, page 303	A, B
		Check "approach"	*A Rhetoric Case Book*, page 300 (2)	

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[1] Don M. Wolfe and others, *Enjoying English 12*, second edition. Syracuse, The L. W. Singer Company, Inc., 1955

Composition Theme	Title	Points in Teaching	Text	Tracks
XXIX	Compare "Annabel Lee," "The Raven," and "Ulalume" in their treatment of the theme of death of a beautiful and beloved woman.	Check "approach" -- Expository pattern	 *Elements of Style*, page 57 (3)	A, B
XXX	Compare Walt Whitman's "Mannahatta" with Carl Sandburg's "Chicago."	Make a discussion of style a frequent part of class recitation	*Elements of Style*, pages 56 (22), 57 (3), 58 (6), 59 (8) (9)	A, B
XXXI	Compare the speech of Patrick Henry and the pamphlet written by Thomas Paine as to their influence on the thinking of undecided citizens of that day.	Comparison and contrast as a method of paragraph development	*Enjoying English 11*, pages 228-232	A, B
XXXII	Compare and contrast the contemporary poets whom you studied in the section "New Voices in Poetry" from *Adventures in American Literature.*[1]	Pronouns without reference Parallel structure	*Living Language 11*, pages 313-320 *Enjoying English 11*, page 303	A, B
XXXIII	Discuss Thoreau's philosophy of living in relation to his own time and to ours.	List ideas that bear upon subject and purpose of discussion. Arrange points under	*Enjoying English 11*, page 37	A, B

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[1] Rewey B. Inglis and others, *Adventures in American Literature*, Mercury edition. New York, Harcourt, Brace and Company, 1952

Composition Theme	Title	Points in Teaching	Text	Tracks
XXXIII	(continued)	summary headings.		
XXXIV	Discuss the humor of Mark Twain. Consider how it is that Twain makes you laugh.	Elements of humor Draw illustrations to illustrate humor from Mark Twain.	*Lanugage in Thought and Action*, pages 126-127	A, B
XXXV	Discuss Walt Whitman as the innovator of a new era in poetry.	Review unity Review quotation marks		A, B, C

Grade Twelve

Composition Theme	Title	Points in Teaching	Text	Tracks
I	A multiparagraph theme of exposition	Careful choice of words		A, B, C
		Co-ordinate, subordinate ideas		
II	Essay upon a personal problem	The need for the right word		A, B, C
		Stress upon capitalization	*Enjoying English 12*,[1] pages 202-204	
III	Description of a moment in your life A. Remembered because of its emotional experience B. Remembered because of intellectual excitement	Sentence arrangement	*Enjoying English 12*, pages 3-14	A, B, C
IV	Essay--defending or condemning a personal prejudice	Practice with creative adjectives and adverbs	*Enjoying English 12*, pages 266-268	A, B, C
		Administer the test of personal attitudes (Filmstrip)	*Enjoying English 12*, pages 143 ff.	

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[1] Don M. Wolfe and others, *Enjoying English 12*, second edition. Syracuse, The L. W. Singer Company, Inc., 1955

Composition Theme	Title	Points in Teaching	Text	Tracks
V	Choose a person from a novel or a biography. Trace a change which takes place in him or her.	Emphasis upon correct diction	*Enjoying English 12*, pages 205-507	A, B, C
		Attention to parallelism		
VI	Précis of an assigned piece of prose	Preventing overuse of the compound sentence	*Enjoying English 12*, pages 320-324	A, B, C
		Value of précis in extracting the gist of the selection		
VII	Description of a place familiar through long association	Interpretation with fresh examples of connotation, point of view	*Enjoying English 12*, pages 105-110	A, B, C
VIII	Theme of personal experience dealing with anticipation and fulfillment	Development of main point by comparison or contrast		
		Comprehension of the refinements, undertones, and overtones of words		
IX	Analyze personal qualifications	Approach	*Enjoying English 12*, pages 65-77	A, B
		Exercises in parallelism	*Enjoying English 12*, pages 69 and 377-378	
X	Research theme	Approach--techniques of research	*Enjoying English 12*, pages 121-140	A, B
		Outline (topical)		

Composition Theme	Title	Points in Teaching	Text	Tracks
X	(continued)	(Filmstrip)		
XI	Profile of a person who has had a strong influence upon your life	Nominative absolute	*Enjoying English 12*, pages 376-377	A, B, C
		Effective beginnings and endings	*Reader's Digest*--"My Most Unforgettable Character"	
XII	Essay--Make clear your convictions concerning a current controversial subject	Sixteen sentence patterns	*Enjoying English 12*, pages 369-375	A, B, C
		Exercises in applying these practices		
XIII XIV	Social and business letters	Social	*Enjoying English 12*, pages 352-358, 400-410	A, B, C
		Business	*Enjoying English 12*, pages 385-389, 58, 71, 212, 352, 358	
XV	Essay--"Books That Have Influenced Me," "A Book That Has Influenced me"	Class discussion on importance of books		A, B
		Discuss effect of a book's influence		
		Correct usage of verbs, pronouns, degrees of adjective and adverb		
XVI	Use sonnet form to express an idea	Use approaches 1, 2, and 3.		A, B

Composition Theme	Title	Points in Teaching	Text	Tracks
XVI	(continued)	Make clear the physical structure of the sonnet 1. The fourteen-line iambic pentameter 2. The octet to present a truth, an argument 3. The sestet to apply the argument of the octet 4. The lyric quality 5. The rhyme scheme 6. The compelling imagery		
XVII	Writing in relation to art			A
	Make a study of a picture painted by a recognized artist. 1. Describe the painting 2. Discuss it in terms of the artist's philosophy of art and his general techniques 3. Discuss your own reaction to the painting	Present significant paintings for study.		
		Send children to examine others and make choices for the theme.		
		Objective description	*Enjoying English 12*, pages 105-110 *Elements of Style* (references for good phrasing)	
		Show reproductions to all students.		
XVIII	Final theme--Appraise your own progress in composition skill.	1. A review by the student of materials he has filed		A, B, C

Composition Theme	Title	Points in Teaching	Text	Tracks
XVIII	(continued)	a. His returned themes with teacher's evaluation b. His notes upon instruction c. The critical comments made by his classmates upon his work		
		2. A setting up of the major principles in review to be striven for in this paper		
		3. Student's review of his errors in spelling and punctuation		